STUDENTS' ATTITUDES AND INTERACTIONS IN A SEVENTH-GRADE SCHOOL SETTING: AN INTERPRETIVE ANALYSIS OF THE CONTEXT OF SCHOOLING

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CHAPTER I

INTRODUCTION

For over two centuries, American public schools have been entrusted to educate youth. However, as the year 2000 approaches, a growing fear is that the learning process as it relates to the unique dignity, interests, and needs of youth is ebbing (Goodlad, 1983).

Educators have continuously made efforts to revitalizes education programs to implement viable learning experiences. In 1958, Congress enacted the National Education Act to improve science, mathematics, and the foreign language curricula within the public schools. The Elementary and Secondary Education Act that followed in 1965 allowed for billions of dollars of federal funds to be spent for education. Library facilities and research programs that had declined were expanded to initiate new methodologies and incorporate new instructional tools (Brodinsky, 1976). Hence, Congress has provided vast amounts of money to upgrade the elementary and secondary school.

The seventies also reflected changes and innovations in education. Sidney P. Marland, Jr., United States Commissioner of Education, made a proposal in 1971 that

career education should begin in the first grade and continue through the graduate school. In 1975, Congress passed the Education for All Handicapped Children Act which has since become famous as P.L. 94-142 (Brodinsky, 1979). In spite of the numerous innovations that have been introduced in the school curriculum, the current research indicates that educators are inundated with reports of "needed" reform for the 80's (Goodlad, 1983).

Current practices in education have indicated the renaissance of Frederick Taylor's concepts of scientific management. This approach which centered on cost-effectiveness, management, efficiency, and control, can be identified by the trend toward competency-based performance and mastery learning. As indicated in the 1983 National Commission on Excellence in Education Report, A Nation At Risk, the federal government made recommendations to reinforce standardized testing, competency-based performance, and mastery learning. Additionally, public pressure for accountability, "back-to-basics," and mastery learning added tremendous demands to the educational system. Goodman (1981) commented on these notions when he stated:

> There are strong pressures today to dehumanize, to depersonalize, to industrialize our schools. In the name of cost-effectiveness, of efficiency, of system, of accountability, of minimal competency, and of a return to the basics, schools are being turned into sterile, hostile institutions at war with the young people they are intended to serve (p. 15).

The general consensus among some researchers is that such

tactics alienate and dehumanize children in the learning process. Combs (1979) asserts that predetermined behavioral objectives distort the real essence of education, and that students are consequently engulfed in a rigid learning process and compelled to search for only the right answers.

In discussing the concepts of right and wrong answers, Glasser (1969) maintains that the certainty principle suggests that there is a right and wrong answer to every question. Therefore, the responsibility of education is to help students know the right answers to the questions that others have decided are significant.

With respect to classroom behavior, Goodlad (1983) stated:

> From the beginning, students experience school and classroom environments that conditions them in precisely opposite behaviors--"right" answers, conforming, and reproducing the known. These behaviors are reinforced...by the kinds of questions teachers ask, by the nature of the seatwork exercises assigned, and by the format of tests and quizzes. They are further reinforced by rewards-particularly the subtleties of implicitly accepting "right" answers and behaviors while ignoring or otherwise rejecting "wrong" or deviant answers (p. 17).

If students are subjected to the dichotomy of "right" and "wrong" answers the school environment conditions them to become dependent on the transmission of facts from others rather than to think and make decisions for themselves.

Dobson and Dobson (1976) also comment on the certainty issue. They stated:

> School environments that function solely around the right and wrong answer and behavior syndrome condition the clientele to eventually respond only to external stimuli, thus discouraging self-initiative" (p. 28).

Educational environments that conform to a system of external demands based on what is "right" and what is "wrong" inhibit the inner nature of children to risk, to make mistakes, to trust themselves, and to learn. According to Dobson, Dobson, and Koetting (1983), the curriculum and instruction experiences should be determined by the inherent potentials of human beings.

Justification of the Study

Thus, there is a progressively widening split in the ranks of educators concerned with the school experience in the United States, a split that has resulted in definite trends in both theory and practice. New programs of "excellence" based on rigor are being initiated throughout the country.

The "back-to-basics" movement provides a pivotal point for the prevalent conflict that exists in education today. According to Eisner (1977) the back-to-basics movement influenced the systems approach, as evident in behavioral objectives and standardized tests, to determine the functions of a school setting. The schools are viewed as delivery systems using test scores to quantify and measure the competency of students.

As educators face the demands of initiating new

programs to advance "excellence," the conflict is reflected in the opposite ends of a continuum, education versus training. One end of the continuum is committed to an education program that fosters the fulfillment of inherent potentials and the personal development of children, helping them to experience a process-oriented education and to become self-directed persons. The other end of the continuum is committed to a training program based on the notion that children are passive; therefore, behavioral objectives are specified and prescribed in measurable terms to predetermine what students should learn to insure product-oriented education (Dobson and Dobson, 1980).

As Zais (1980) has noted, physiological, psychological, and cultural limitations constitute encapsulation which obscures the perception of real existence. Is it possible that theories of training versus education express partial perceptions of what really exists in school? Is the training versus education perspective a valid interpretation of day-to-day life for contemporary youth? Are theorist's guilty of misinterpretation through encapsulation? With respect to the abstract realities of education versus training, it becomes necessary to perceive students holistically in their school environments to bring educators in touch with the concrete existence of school settings.

In any event, the tremendous demands and pressures fostering what children should be learning constitute a

trend in opposition to education, focused on training. So, again, while educators endeavor to maintain education programs to advance "excellence," it seems reasonable that educators seek the concrete realities of students in their school settings so that they can strive to foster educational programs that will help students to attain self-fulfillment and self-direction.

Situating the Inquiry

My study is designed as an interpretive analysis of students' beliefs about themselves, attitudes toward school subjects, and their interactions and behaviors with teachers and peers in the school setting. Since concrete realities of students in a school setting provide the basic medium for obtaining the foregoing information, the question is raised: How do the abstract realities of theorists compare with the concrete realities as expressed by students within the context of a school? In an effort to seek concrete realities, the study will be concerned with the following fundamental questions:

1. What are the beliefs of students about themselves in a seventh grade setting?

2. What are the attitudes of seventh grade students toward their school subjects?

3. How do seventh grade students interact with teachers and peers in their school setting?

Definition of Terms

The following terms specific to this study are defined:

ABSTRACT REALITIES: Theoretical and philosophical theories regarding training versus education. The behaviorist's views are incorporated into a school practice that will train children to conform according to the specifications of other persons. The humanist's notions are assimilated into a school practice that will educate children according to their inherent potentials. (Dobson and Dobson, 1981).

ATTITUDES: Latent states of readiness to respond or react verbally or nonverbally to express feelings and emotions toward a situtation or situations directly encountered in a person's learning experiences and school environments (Carter, 1973).

CONCRETE REALITIES: Concrete existence expressing the way children are in their school settings. These expressions include their interactions with peers and teachers, as well as, their attitudes, beliefs or concerns (Rogers, 1984).

CONTEXT OF SCHOOLING: The components and circumstances that make up the total existence of a school setting including the students, school personnel, and other factors that influences the interaction and behaviors of human activity (Carter, 1973; and Rogers, 1984).

INTERACTION: A mutual sharing of communication and

behavior verbal or nonverbal among teachers, students and peers in classroom activities and learning environments (Carter, 1973).

INTERPRETIVE ANALYSIS: An analytical explanation or exposition accounting for the multiple realities, subtleties, and complexities of the internal life of students' school setting as expressed in ongoing human activities and interactions (Rogers, 1984).

Organization of the Study

This study of an interpretive analysis of students in a seventh grade school setting is divided into five chapters. Chapter I introduced the problem and justification of the study. It lists the fundamental questions concerning the study and definition of terms used in the project. A final section of the chapter delineates the organization of the study. Chapter II contains a discussion of the technological and humanistic tradition of schooling. Chapter III includes the research design for the study. Chapter IV consists of data from the interviews, informal conversations, and observations of the students in a seventh grade school setting. Chapter V contains an interpretive analysis of concrete realities as compared to abstract realities.

CHAPTER II

THE TECHNOLOGICAL AND HUMANISTIC TRADITION OF SCHOOLING

Chapter I has introduced the overview of this study. The overview has provided a basis for the review of the literature that appears in Chapter II. The review of the literature includes the theorist's abstract realities of technological and humanistic tradition of schooling.

The theoretical views of abstract realities initiate conflicting questions such as who should determine the curriculum? What is the purpose of schooling? Dobson, Dobson, and Koetting (1983) clearly expressed the conflict relating to the curriculum in a question. The question stated:

> Should the curriculum serve to define and shape children into what they should be, or should the curriculum be an educational expression of the way children are?

While the technological tradition holds that the curriculum should shape children into what they should be, the humanistic tradition maintains that the curriculum is an ongoing process decided by the inherent potentials of human beings.

When the question is asked, what is the purpose of schooling? Again the widening split of "education" and

"training" is revealed. In Dobson, Dobson, and Koetting's (1983) article "Looking At, Talking About and Living With Children,", they indicated that the purpose of schooling is to foster the unlimited potential of the child to love, to learn, to create, and to grow this is a clear expression of the humanistic tradition.

On the other hand, the technological tradition indicates that the function of schooling is to to transmit facts, manipulate and condition students to conformity and passivity. In spite of the abstract theoretical and humanistic tradition of schooling, educators face a tremendous pressure in the widening split of theory and practice.

The Technological Tradition: The Historical Perspective

Psychologically and philosophically, technological tradition is reflected in behaviorism; nonetheless, economic and social demands continue to initiate technological tradition of schooling. In the years before and following the Civil War, economic and social developments had a tremendous impact on school environments. Two significant events in America influenced social and economic interests in schools. These included:

1. The mobility of various ethnic groups from agrarian communities to urban and industrialized cities.

2. The immigration of Europeans to American cities.

In an age of massive industrialization, and deterioration of close family ties, the schools became agents to Americanize, socialize, and acculturate students in traditional moral values of loyalty, punctuality, obedience, and conformity to a homogeneous community life (Cubberley, 1934; Zais, 1976; Apple, 1979).

With the influence of social and economic forces, the self-fulfilling prophecy became prevalent in classroom environments. Consequently, lower learning expectations were associated with students of the lower social classes. Students ranks were identified by labeling, tracking, classifying and grouping students according to their social status. The fostering of responsibility and initiative among students of lower family status were neglected in these learning environments. Students were stigmatized with low expectations which caused them not to learn. (Hollingshead, 1949; LaBeene and Green, 1969; Silberman, 1970; Dobson and Dobson, 1981; and Hamilton, 1983).

As the industrial revolution advanced in America, the concepts of scientific management and productivity became priorities. In 1895, Frederick W. Taylor employed the concepts of scientific management and productivity to motivate economic gain by using time and motion studies in the steel industry to increase product output and the worker's performance level.

In the nineteenth century curriculum theorists such as

Franklin Bobbitt, W. W. Charters and David Snedden employed Taylor's concepts of scientific management and productivity in curriculum development. The school was conceived as a processing plant where human beings [children] were manipulated as raw materials and molded in desirable and efficient products (Kliebard, 1975; Apple, 1979; and Eisner, 1979).

Spring (1972) in his views of the industrial model wrote:

> The development of a factory-like system in the nineteenth century schoolroom was not accidental...The system was introduced by the New York Free School Society during the opening decade of the century as an inexpensive and efficient method of educating large numbers of students. The method followed the lines of a factory model with knowledge being given to students on an assembly basis... The class was run by one master who sat on a raised platform in front of the class and by monitors assigned to each section. The monitors were selected from the best students who were trained to teach one particular part of the class work. The pupils during the course of the day would march from one section to another receiving instruction from each monitor (p. 45).

Technological tradition school settings resemble the monitorial factory-like system. In the twentieth century, William Bagley's book, Classroom Management, influenced the ideas of productive workers and rigid classroom order. The concepts of classroom management have perpetuated more structured learning environments which is evident in the monitoring of student's seatwork and time on task tactics to keep students busy and responsive at all times to academic tasks (Brophy, 1983).

The concepts of the bureaucratic model were reflected in Ralph Tyler's rationale which gave rise to the movement of behavioral objectives. Tyler (1949) designed a rationale asking four questions to evaluate the curriculum. These include:

1. What educational purposes should the school seek to attain?

2. What educational experiences can be provided that are likely to attain these purposes?

3. How can these educational experiences be effectively organized?

4. How can we determine whether these purposes are being attained (p.1)?

Tyler's rationale directly influenced the notion of behavioral objectives which are systematic prescribed specifications that describe exactly what students are expected to do to achieve mastery and efficiency of content.

The historical framework of technological tradition school environments in America have evolved out of the concepts of mass education, industrialization, scientific management, urbanization, social, and economic forces.

The Case for the Technological Tradition

The psychological and philosophical base for the technological tradition is embedded in the behaviorists' approach. The behaviorists believed that operant behaviors

are developed and controlled by the consequences which follow them (such as positive or negative reinforcement) thus promoting behavioral changes in students (Prout, 1983).

The philosophy of the behaviorist adheres to the tenet that human beings are not rational, capable of making decisions, and becoming responsible for their own learning process. Behaviorism considers the extrinsic or external factors as the most essential and influential in motivating students (Wolfgang and Glickman, 1980). Since the behaviorists view human beings as irrational, incapable of self-discovery and self direction, a systems approach of measurable and observable behaviors is used to help condition learners so that they can become efficient and competent performers.

The decline in Scholastic Aptitude Tests (SAT) scores has strongly influenced education reform movements. Again in school settings, the reform movements are indicated in behavioral objectives, standardized tests, accountability, and classroom management. In order to help justify performance in quantitative ways, these foregoing tactics are used to improve and raise education standards (Resnick and Resnick, 1983).

As a result of the 1983 report of the National Commission on Excellence in Education, A Nation at Risk, the circumstances promoting the technological tradition are reflected in efforts to meet the demands of industry and

technological development to preserve international trade. In relation to these demands, Spring, (1984) stated:

> The proposals of the National Commission parallel exactly what is happening as states try to improve their economic conditions by requiring more math and science courses as a means of attracting high-technology industries (p. 536).

The report of the National Commission implies an insistence on the systems approach which fosters efficiency and standardization.

Characteristics of the Technological Tradition Curriculum

The technological tradition school setting may be called teacher-directed, a closed or structured system. Usually, in such environments, compulsive schedules, lecture, rote learning, and pre-selected recommended curriculum guides are followed throughout the learning process while students remain mostly passive. Basically, the philosophy is implemented in predetermined assignments, content, and repetitious drills which ignore the evidence that children are curious, adventurous, spontaneous, aggressive individuals in a fluid process of change. These concepts are evident in the traditional definition of a curriculum. Saylor and Alexander (1954) defined the curriculum as follows:

> A plan for providing sets of learning opportunities to achieve broad educational goals and related specific objectives for an identifiable population

served by a single school center (p. 17).

The concepts of this definition mirrors a more structured learning environment that is removed from the personal experiences and interests of the learners. In describing learning environments constituting these ideas, Silberman (1970) distinguishes these schools as oppressive, joyless, intellectual, and aesthetical barren environments. Additionally, these schools mutilate the ecstasy of learning. Pritzkau (1970) views technological tradition learning environments as closed systems which separate the child from his own personal experiences and concerns. In summarization of his notions, seven items are listed:

1. The curriculum is operated by sequential and orderly schedules.

2. The system insulates students from real life experiences.

3. The system constrains interaction among teachers and students.

4. External conditions are considered more significant than internal factors.

5. Prescribed behaviors prevent students from making choices.

6. Efficiency is a priority, therefore, explanation and risk experiences are discouraged.

7. The system uses standardized tests to yield quantitative results.

The learning atmosphere of a closed system inhibits the inner impulses of students, thus preventing them from becoming autonomous individuals.

Klaff and Docherty (1975) focused on the technological tradition learning environment. They stated:

> In the traditional school, children are grouped by grade. The timetable is fixed, with little choice in activities offered to the students. Desks are set out in rows with the teacher in front of the class. Children are evaluated according to their conformity to general academic standards established by the teacher (p.99).

This type of learning atmosphere constrains freedom of mobility, interaction and communication among teachers, students, and peers.

Anglin (1979) describes the technological tradition curriculum as a bureaucratic model of industrial mass production that included preplanned and well documented curriculum guides. The guides entailed the information taught in the learning process and indicated methodologies for implementing instructional programs.

In relating to the bureaucratic model, Combs (1979) refers to the model as a closed system. He clearly stated:

> A closed system is one where we establish goals before we start, then we examine the problem, set up the machinery, put the machinery in operation, and after we're through we examine whether we did it or not. You will probably recognize that this is the approach of behavioral objectives, competency-based instruction and many other techniques we are currently using as we apply the industrial model to educational problems (p.2).

Technological tradition or teacher-directed school

settings hinder the student's freedom of self-expression and opportunities for self-initiated learning. Consequently, the student cannot be responsible for his/her own education.

Goodlad (1983), in his studies of school environments, found that textbooks and workbooks were the most extensively used classroom resources. The textbook contained quizzes that required only low-level cognitive responses. Students listened and responded when they were called on. They seldom participated in project work, initiating ideas, and planning class activities.

To be precise, technological tradition learning environments seemingly lend themselves to fitting students into a fixed curriculum prepared in textbooks and curriculum guides.

Preassessment characterizes the technological tradition. Preassessment is a measurement principle comprised of testing programs to attempt a preevaluation of students levels of performance. Basically, this practice sustains the self-fulfilling prophecy that forces students to be sorted out, tracked, and labeled as fast or slow learners. Dobson and Dobson (1981) voice the following opinion concerning labeling:

> Labeling is a process whereby one human agent or group makes a value judgment about the appropriateness or inappropriateness of another's actions, thoughts, or being....Once a professional is trained in labeling, he/she must find or create individuals to fit those labels. When this effort is exhausted, it becomes necessary to create new labels for yet

to be discovered clients (p. 210).

Labeling is an adjunct to ability grouping and ability grouping, in many cases, is indicative of negative expectations. Negative expectations disfigure the self-concept of children and may hinder the learning process of these children (Glasser, 1969; LaBenne, and Greene, 1969; Silberman, 1970; Purkey, 1978). Tracking and ability grouping are negative approaches to education. As a consequence of these approaches, some children are denied a chance for education in the public schools of America.

Evaluation in the Technological Tradition.

Evaluation is another element of the technological tradition school setting. Since efficiency and competent performance are major concerns in the technological tradition learning environment, the evaluation process emphasizes classifying and labeling students by measurable terms. In the evaluation phase of a more structured learning climate, the teacher determines the competency of students solely by the employment of behavioral objectives and other testing procedures.

Moustakas and Perry (1973) looked at the narrow evaluative process of the closed learning situation. They stated:

> When the individual and the object he makes become one, the evaluation has been successful, it has forced him to give himself up. He becomes his products: his products determine his worth...Production and efficiency rather than uniqueness and creativity determine the

value of what a person does (p. 12).

The technological tradition learning system tests students to determine whether they will be promoted to another grade or retained in the same grade. Ruedi and West (1973) emphasized that in a structured learning environment:

> Tests are given to all pupils at the same time over the material that has been covered and are graded according to standards established by the teacher for the class...Clear expectations are communicated to the pupils by the teacher, who has specific goals for the year's work (p.50).

Thus the evaluation process employed in the technological tradition school setting based on tests and letter grades discourages responsibility and self-direction in the learning activities of students.

The Teacher Within the Technological Traditional

The teacher within the technological tradition school setting is basically concerned with quantitativeness and external observable behavior rather than qualitativeness and internal factors. Within the technological tradition classroom, the teacher serves as a manager instead of a facilitator.

According to Saylor and Alexander (1954), the teacher within the technological tradition is characterized as the sole medium of instruction. While students listen, take notes and remain passive or quiet, the teacher usually lectures and reads from textbooks to transmit

information. In further transmission of knowledge to students, the teacher uses chalkboards and other visual or auditory aids without involving the students in the learning experiences.

The concepts of Friere (1970) maintain that the teacher in a closed learning environment deposits information to students so that they can accumulate facts and memorize the content. Instead of the teacher communicating and initiating ideas with the students, he/she chooses the learning activities and the students are expected to conform to the experiences selected by the teacher. Seemingly, the teacher's role in structured learning environments separate the teacher from the students, thus, hindering the education of the students.

Zais (1976) described the technological tradition learning situation as a technical model where students are managed by external conditions. The teacher's role resembles a skilled technician who prescribes specific goals, skills and behaviors to help students attain mastery of content and skills.

Anglin (1979) discussed the instructional role of teachers in technological tradition classrooms. He stated:

> Teachers in a traditional school are expected to assume a routine instructional role. Prominent instructional decisions are made outside the classroom and teachers are expected to implement them with exactitude. This arrangement exemplifies a very efficient task structure, since the total program can be conceived by a few select people and then segmented into short term objectives which the teacher repeatedly implements each year (p. 443).

Seemingly, the teacher's function in technological tradition classrooms includes imparting knowledge rather than facilitating learning experiences.

Continuing in the discussion of teacher's functions in traditional settings, Sirotnik (1983) concisely stated: "The 'modus operandi' of the typical classroom is still didactics, practice, and little else." (p. 17)

The teaching procedures described by Sirotnik indicate systematic and prescribed instructions. Rosenshine (1983) discusses the essential elements for systematic instruction. In summary, these functions include: lecturing, monitoring seatwork, preparing for feedback, making corrections of students' errors, and providing continuous drills to help students attain a measurable success from ninety to one hundred percent.

Technological tradition learning environments predominantly reflect teacher talk. This teaching style appears to promote low cognitive skills and quantitativeness rather than high cognitive skills and qualitativeness. In a description of more structured classrooms, (Sirotnik, 1983; and Goodlad, 1983), asserted that teachers talk about seventy percent of the class period. The other thirty percent of the time is spent mostly in monitoring students' seatwork assignments. In the studies of Goodlad (1983), he stated:

> Teachers appear to teach within a very limited repertoire of pedagogical alternatives emphasizing seatwork. The customary pedagogy places the teacher very much in control (p.467).

It appears that teachers within technological tradition school settings teach objectively to enhance the memorization of facts.

The Humanistic Tradition: Historical Perspective

From a historical perspective, the roots of the humanistic tradition school settings (or open education) are found in the philosophical thoughts of Rousseau, Froebel, Dewey, and the British Infant School of England. The ideas and writings of Rousseau, Froebel, and Dewey have directly influenced the movement of the humanistic tradition in America.

Rousseau's (1762) Emile gave detailed concepts that have a strong impact in helping children find self-fulfillment. His ideas relating to the child are especially noted when he stated:

> If the child goes wrong let him alone, do not correct his mistakes; hold your tongue till he finds them out for himself and corrects them, or at most arrange something, as opportunity offers, which may show him his mistakes. If he never makes mistakes he will never learn anything thoroughly. Moreover, what he needs...is how to find out for himself (p. 134).

Rousseauean concepts are reflected in learning environments that allow students a chance to explore, to risk, and to trust themselves in solving problems and making decisions as they move in new directions to find self-fulfillment.

Froebel (1887) believed that children were born with inherent potentials as a gift from God. He stressed that

the inner impulses of children should be expressed through free self-activity and the manipulation of concrete objects such as soft balls. In discussing the significance of play in the cultivation of the child's life, he stated:

> Play is the purest, most spiritual activity of man at this stage, and at the same time, typical of human life as a whole--of the inner hidden natural life in man and all things...A child that plays thoroughly, with self-active determination, perserveringly until physical fatigue forbids, will surely be a thorough, determined man, capable of self-sacrifice for the promotion of the welfare of himself and others (p. 55).

Froebel's ideas are evident in the humanistic tradition school setting that allows children the freedom to express their innate individuality in learning activities.

In spite of the criticisms, progressive education has roots in the humanistic tradition. Dewey (1938) stressed that true education originates out of the continuity and interaction that exists between external conditions and internal factors. His viewpoints of progressive educations are concisely discussed in his comparisons of traditional and progressive education. He stated:

> To imposition from above is opposed expression and cultivation of individuality; to external discipline is opposed free activity; to learning from texts and teachers, learning through experience; to acquisition of isolated skills and techniques by drill, is opposed acquisition of them as means of attaining ends which make direct vital appeal; to preparation for a more or less remote future is opposed making the most of opportunities of present life; to static aims and materials is opposed acquaintance with a changing world (pp.19-20).

Dewey views learning as an active process starting from

within cultivating the individual's interests and concerns.

English primary education has also influenced the humanistic tradition in America. This influence is evident through Featherstone's (1967) visits to British classrooms. Through his first-hand experiences, he was able to envision that students in British classrooms were not passive but active and participating in learning experiences that promoted the fulfillment of their needs and concerns.

Historically, the foundation for humanistic tradition school environments originated from the educational ideas of Rousseau, Froebel, Dewey, and the British Infant School.

The Case for the Humanistic Tradition

Theoretically and philosophically, one tenet for the humanistic tradition school setting holds that the child's self-concept or self-esteem plays a major role in the learning process. The experiences that students encounter in school influence positively or negatively their self-concepts or self-esteems, therefore, learning environments should be developed that will encourage students to trust themselves in the learning process. The discussion of self continues with the views of Combs, Kelly, Maslow, and Rogers (1962). They attested:

> The full discovery of self as a unique individual of dignity, value, and worth can only be found in an atmosphere where uniqueness is encouraged and difference is valued. The atmosphere conducive to positive self-discovery must also provide a kind of protection from

> negative experience during the process of exploration. Negative self-damaging kinds of experience force people to crawl deeper into their existing positions, to build shells around themselves, and do not permit the open, outgoing exploration and discovery required for the production of a fully functioning self (p. 105).

Educators believe that the perception of self has a tremendous impact on a person's learning behavior. If the learning environment encourages a negative feeling of self, the person may be recalcitrant toward the education process. Respective to the notion of self-concept or self-esteem, Barth (1969) stated:

> It appears that open educators think of children's potentials for self-directed learning not in terms of 'smart', 'dull,' 'fast' or 'slow,' but rather along dimensions of self-esteem. If the child feels good about himself-if he is self-confident then he will be capable of initiating and sustaining his own learning (p. 31).

If students' self-concepts are inhibited they will not trust themselves to initiate ideas and choose their own direction in learning.

Another significant principle emphasized that learning should be determined by the innate individuality, interests, and needs of the learner. As educators focus the child as the heart of the pedagogic process, they visualize that students' inherent potentials should have first priority in the classrooms. In commenting on this issue, Rathbone (1970) stated:

> The child is seen, not as a passive vessel waiting to be filled or an amorphous lump of clay awaiting some form-giving artist, but as a self-activated maker of meaning, an active agent in his own learning process. He is not one to

> whom things merely happen; he is the one by his own volition causes them to happen (p. 62).

Because of the inherent uniqueness of human beings, they are their own agents of learning. Thus learning is a personal matter and should include the students' interests.

Silberman (1970) stressed that..."learning is likely to be more effective if it grows out of what interests the learner, rather than what interests the teacher." (p. 209)

Obviously, the school's function involves educating all youth by recognizing their inner nature. Rathbone (1971) related a further concept of this notion when he stated that "the ideal open education school begins...neither with societal requirement nor with the organization of knowledge but with the needs and concerns of the individual child." (p. 105)

The interaction and participation of students are essential if the educational process is to foster spontaneity and creativity.

With further reference to the interests and concerns of students, Bussis, Chittenden, and Amarel (1976) indicated that open education includes the components of human resources that will promote and encourage learning environments. Ideally, the resources and experiences of the instructional program generate from the decisions and choices of students. Further, these writers stated that "a primary responsibility of the open classroom...is deciding how best to unpack the curriculum so that it will be responsible to the interests and needs of individual

students." (p. 23)

Thus the curriculum should provide students the freedom to select education experiences and activities that will bring them in touch with their own inner impulses.

In discussing the goal of open education, Schubert and Baxter (1982) emphasized that "The goal of open education is to respond to children on the basis of their individual behaviors, needs, and characteristics." (p. 412)

Self-concepts and the interests of students are germane in providing applicable learning experiences that lead to self-initiated learning and self-direction.

Characteristics of the Humanistic Tradition Curriculum

The curriculum of the humanistic tradition school environment is characterized by flexibility and a plethora of activities which allow students to participate in learning experiences that encourages questioning, venturing, investigating and thinking for themselves. The environment fosters greater interaction among teachers, students, and peers.

Kohl (1969) envisioned the humanistic tradition classroom as a non-authoritarian place of inquiry, exploration, disagreements, conflicts, and enthusiasm in which students pursue their own interests and concerns. He was convinced that in such an atmosphere, students were no longer conditioned to be passive and conform to the

authority of others. He viewed the entire environment as one of sharing and cooperating among teachers, students, and people of the community. Anderson's (1970) viewpoints of humanistic tradition education emphasized that learning opportunities were no longer restricted by arbitrary goals and sequential achievement levels which condition students to conform to the choices of others. Since specific goals and achievement levels are replaced by random or flexible processes, he indicated that the objective of learning changed from training human beings to educating them.

For several decades considerable attention has been given to the innovations of open education. One example is the study done by Traub, Weiss, Fisher, and Musella (1972). They described the open or the humanistic tradition school setting as hetrogeneous, where diverse resources are provided for students to explore, to make errors, to be curious, and to learn from each other. The environment allows students a chance to make significant decisions, to think divergently, and to work at their own paces and styles of learning. In extolling the virtues of an open education curriculum, they insisted: "Open education is a strategy for influencing the cognitive, conative and affective development of children." (p. 69)

Open education learning environments enhance experiences and conditions that have personal meaning for students allowing them a chance to be responsible for their own learning. Foester and Soldier (1974) clarified this

concept when they stated:

> The open classroom is a permissive classroom--not in the sense that students are free to do whatever they wish; but rather, that they are free to make choices and to assume responsibility for their own actions (p. 42).

The curriculum of open education or the humanistic tradition provides students the freedom to engage in learning experiences that are pertinent to their own innate individuality. Noted educators contend that the curriculum of open education or the humanistic tradition reflects flexibility in learning activities where students make choices and decisions relevant to their own interests and learning styles (Barth, 1970; Featherstone, 1971; Rathbone, 1971; Traub, Weiss, Fisher, and Musella, 1972; Ruedi and West, 1973; Bussis, Chittenden, and Amarel, 1976; Cockerham and Blevins, 1976).

According to Anglin (1979), the instructional programs of the humanistic tradition school setting consists of a dynamic curriculum (constantly changing with the participants) that provide unlimited experiences for the learners to learn and to grow. Schubert and Baxter (1982) believed that instructional programs of the humanistic tradition setting influence a dynamic curriculum which enhances an environment of trust, flexibility, and opportunities for greater teacher-student interaction.

As educators viewed the perspectives of humanistic tradition learning environments, they found that the curriculum is not fixed or static. Instead it is a dynamic

ongoing process. This evidence is indicated in Dobson, Dobson, and Koetting's (1983) definition of a curriculum. They stated that "a curriculum is an attempted and ongoing definition of humans children translated into educational specifications." (p. 38) With the conceptualization that the curriculum is dynamic and an ongoing process, educators may infer the implications which suggest that children bring their own curriculum to school and are agents of their own learning.

Evaluation in the Humanistic Tradition

Evaluation is a component of the humanistic tradition curriculum. However, the evaluation is not derived from examinations or tests. Instead the teachers and students work cooperatively to make decisions concerning the evaluation process. Barth (1970) discussed several items that can be employed in the evaluation process of the humanistic tradition. These items included:

1. The preferred source of verification for the child's solution to a problem comes from the materials he is working with.

2. Errors are necessarily a part of the learning process.

3. Those qualities of a person's learning which can be carefully measured are not necessarily the most important.

4. Objective measures of performance may have a

negative effect upon learning.

5. The best way to evaluate the effect of the school experience on a child is to observe him over a long period of time.

6. The best measure of a child's work is his work. (p. 100)

Thus the basic fundamentals for effective evaluation are determined by the student's own works and errors that provide information for further learning. Additionally, Traub, Weiss, Fisher, and Musella (1972) maintained that students' work (essays, models, and projects) should be collected. Teachers' observations of the works are then employed as a source of information for evaluating students' progress. The evaluation process is used to determine whether changes should be made in the learning process for individual students.

The Teacher Within the Humanistic Tradition

In the humanistic tradition learning environment, the teacher's position changes from an evaluative to a facilitative role. In helping students confront difficulties in their learning experiences, the teacher is available as a resource and support person. However, regardless of the problems encountered or methodologies employed, the students are given a chance to take responsibility for their own educations. Since the student

is a significant agent of his own education, Barth (1970) believed that teachers' responsibilities entail providing experiences and conditions that will foster a mutual interchange between the student, the world, and the teacher.

Anderson (1970) in his discussions of the humanistic tradition environment stated: "The teacher is no longer merely a dispenser of information. He is, in this new context...guiding the individual student's learning activities." (p. 15)

Thus the teacher's role is no longer a giver of information and the student's role is no longer a receiver of information. Instead the teacher provides learning conditions that promote the fulfillment of student's needs and concerns.

Rathbone (1971) stressed the fact that, in order to help students move from their present status to a different position in the learning process, it is imperative for teachers to employ varied strategies for different students. As an observer, consultant, or collaborator, the teacher's function is to offer opportunities that will help students generate their own questions and then decide on answers to these questions. Traub, Weiss, Fisher, and Musella (1972) viewed the teacher's function as an observer, counselor, and collaborator. In describing these functions, they stated:

> ...the teacher notes the errors a student makes and, from these, constructs inferences about

> faulty thought processes. The teacher closely observes a student's behavior in group activities, noting acceptance by other students, cooperation with others, and participation in group activities. As a further means of understanding a student and his unique problems, the teacher spends time getting to know the student's parents and his home environment. It is only after a problem has been carefully analyzed that the teacher intervenes in ways that seem appropriate (p. 76).

Romey (1972) discussed an essential phase of the facilitator's relationship with students in open education. He stated:

> The kind of relationship...is not an anarchial one in which the facilitator says, "Do your own thing" and then disappears from view. It is a relationship in which the facilitator is constantly available to the learners who are working with him, is vitally interested in them as people, and is constantly concerned about providing an opportunity for them to develop emotionally, physically, and intellectually (p. 115).

To help students develop cognitively and affectively, the teacher has a significant role in providing learning environments that reflect communication and awareness of the teacher's interest and concern of the students' learning process.

Foerster and Soldier (1974) indicated:

> The teacher is a resource person, and a guide...to help children solve their own problems and to encourage them to explore alternative courses of action and to make and live with their own decisions...It is permissiveness of this kind which enables the student to grow in trust of self and others (p. 43).

The teacher in this kind of educational setting requires creativity and expertise that will motivate the inherent

potentials of students. In addition to the discussion of the teacher's role, Rogers (1983) indicated that a facilitator (teacher) may make unlimited resources accessible for students' needs and interests by discontinuing excessive planning of lessons and lectures. He also indicated that students should not be insulated from real life experiences.

The teacher in less structured learning environments play a prominent role in opening the channel for communication so that students inner impulses will not be inhibited. The teacher can provide learning environments that challenges students to find things out for themselves.

Research Studies: The Technological and Humanistic Tradition of Schooling

A review of the literature indicates a substantial number of studies comparing the variables of students' self-concepts, and attitudes about themselves, their schools, school subjects and their interaction in technological tradition and humanistic tradition school settings. Some of the studies included factors relating to students' creativity, curiosity, independence and conformity in learning environments.

After reviewing Wilson, Stuckey, and Langevin's (1972) investigation of student's attitudes toward school, teachers and themselves in technological tradition and humanistic tradition learning situtations, it was noted

that students attending the humanistic tradition school rated their school, teacher, and themselves more positively than the students in the technological tradition school.

Brunetti, Cohen, Myer, and Molnar (1972) conducted a study of team teaching in a humanistic school. The data was gathered on questionaires from 110 teachers in nine humanistic tradition elementary schools and 120 teachers in eight self-contained classrooms. The reports revealed that events in a self-contained classroom are in many respects outside the range of a school as an organization. Events in the humanistic tradition classroom, however, are brought directly into the life and control structure of the school. Another significant feature of this study showed that students in a humanistic tradition school have more possibilities of making decisions related to their own learning activities.

Ruedi and West's (1973) study of fourth, fifth, and sixth grade students' self-concept in the humanistic tradition and the technological tradition school revealed significant data for these learning paradigms. The studies indicated that the students in a less structured or humanistic tradition school setting demonstrated higher self-esteem than their counterparts. Seemingly, the students in the less structured classroom environment may come to view the school as a joyful friendly place in which they can be successful and do things of interest. Their attitudes toward the school and teachers are more positive

than students in the technological tradition or closed learning environment.

Cockerham and Blevens (1976) have investigated the effect of the technological tradition versus the humanistic tradition school on self-identification among Native American (i.e. Indians) students and Native American white students. As a consequence of the study, the findings showed that Native American students (Indians) attending the humanistic tradition school had a more positive self-identification than the students attending the technological tradition school or more structured school.

In the findings of research related to children's performance in open and traditional classroom settings, Solomon and Kendall (1976) stated:

> These studies showed that students in open classrooms were more likely to work together, cooperate, carry on academic discussion among themselves, initiate their own tasks, work without teacher attention, participate in group activities, and generally make choices and influence decisions about classroom activities than were their peers in traditional classrooms (p. 617).

Horwitz (1979) examined the variables of self-concept, attitude, creativity, curiosity, independence, and conformity in humanistic tradition and technological tradition learning environments. His findings indicated varied contrasts. Of 61 studies to determine the varied levels of self-concepts, fifteen indicated evidence of mixed results and twenty-nine showed no significant differences.

Out of 57 studies pertaining to students' attitudes toward school, twenty-three found that in opposition to students in the technological tradition or closed classrooms, students in the humanistic tradition or open classrooms hold more positive attitudes toward school. Out of the remaining thirty-four studies, fourteen indicated mixed results, eighteen showed no significant differences, and two favored technological tradition structured learning environments (Horwitz, 1979).

Thirty-three studies focus on the creativity of students in an open and a traditional learning process. Twelve of these studies reflected that students in open learning environments were more creative than students in closed learning environments, ten showed mixed results, and eleven indicated no significant differences. In the studies focused on curiosity, six favored open learning experiences, three showed evidence of significant differences, and five indicated mixed results. Out of the fourteen studies on curiosity, no study revealed evidence of greater curiosity among students of traditional learning environments over those in open learning environments (Horwitz, 1979).

Of the twenty-three studies relating to independence and conformity, one study reports higher independence for technological traditional classrooms, two found no significant differences, two related mixed results, and the other eighteen studies favored humanistic tradition

classroom environments. In sum, evidence from the reports of Horwitz (1979) cannot qualify for endorsement of open learning environments as being superior to traditional learning environments. However, evidence does show that open education should be supported as a possible alternative learning approach.

McTeer and Beavers (1980) compared the attitude of students in two classes of eleventh grade history in technological tradition and humanistic tradition learning environments. They indicated in their findings that there were no significant differences in the students' attitudes toward social studies. Their conclusion was that the classroom teacher is probably more significant than the classroom environment.

Discussion

The discussion contrasts the curriculum, evaluation process, and the teacher within the technological tradition and the humanistic tradition of schooling.

The technological tradition curriculum is an expression of behaviorism based on external factors to condition and shape the behaviors of students. The pre-planned lessons and specific measurable objectives indicate a highly structured and content centered curriculum. The technological tradition emphasizes transmission of facts and rote learning. Additionally, curriculum guides and textbooks are the major instructional materials.

While the curriculum of the technological tradition is predetermined, the humanistic tradition curriculum mirrors a dynamic and ongoing process forever emerging as a result of the inherent potentials of students. The curriculum respects the internal factors (needs, interests, and concerns) of students. Since the learner is active in planning his own curriculum, numerous materials and resources are made available in the humanistic tradition school setting. In this paradigm, students are allowed a chance to explore, to risk, to create, to think, and to learn.

The evaluation process in the technological tradition is determined and imposed by the teacher who administers tests to students and uses only letter grades to determine the efficiency and competency of students.

In the humanistic tradition, evaluation is done mutually and cooperatively between the student and the teacher. Instead of using tests to measure a students' progress, observations of the students' work are used to provide feedback in deciding what changes should be made to help students attain self-fulfillment.

The teachers within the technological tradition envision students as receptacles which can be filled with factual content through repetitious drills and memorization. Because the teachers decide the specific skills and content essential to meet the needs and concerns of students, they serve in diagnostic and prescriptive

roles. In addition, they present themselves as managers and controllers insuring that the students will remain task-oriented so that they can attain mastery of specific skills and content.

The teachers within the humanistic tradition believe that students are capable of making decisions and becoming self-directed individuals. They serve as a facilitator rather than as a controller or manager. In the humanistic tradition paradigm, empathic understanding, trust, and acceptance establishes a channel for communication between the teacher and the student. Thus the student can communicate and make decisions. The teacher within the humanistic tradition challenges students to find things out for themselves.

The discussion of both the technological tradition and the humanistic tradition has reviewed and contrasted the theory, beliefs and practices of the two paradigms.

CHAPTER III

METHODS AND PROCEDURES OF THIS INQUIRY

As was stated earlier the primary question of this study was whether or not abstract and concrete realities of schooling possess similarities. The study of abstract realities (theoretical explanations of schooling) was done by critiquing literature appropriate to the theme of this study. However, because of the complexities associated with studying concrete interactions with peers and teachers within the context of schooling and the degree to which this is a reflection of the student's inner life, a methodology reflecting a naturalistic paradigm was seen as most appropriate.

Rationale for Using Qualitative Research

Since school life encompasses multiple realities, there is a tendency to overlook the complexities and subleties surrounding and affecting students in school settings. A form of qualitative research was selected as the most appropriate to describe and interpret the elements of multiple realities that actually exist.

In Patton's (1980) views of data, he stated:

> Qualitative data consist of detailed descriptions of situations, events, people, interactions, and observed behaviors; direct quotations from people about their experiences, attitudes, beliefs, and thoughts; and excerpts or entire passages from documents, correspondence, records, and case histories (p.22).

To continue defining qualitative research Maanen (1983) explained:

> The label qualitative method has no precise meaning in any of the social sciences. It is at best an umbrella term covering an array of interpretive techniques which seeks to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world (Maanen, 1983, p. 1).

Qualitative research is designed to obtain information while people engage in natural behavior such as sharing or talking with their peers or other persons. A qualitative form of research allows the researcher to observe all elements of the school under study. In contrast to quantitative research of purely objective evaluation which emphasized statistics, qualitative research provides important data regarding the students' behavior, attitudes, and feelings.

The research studies of Jackson (1968) and Goodlad (1983) that employed interviews and observations in their studies have served as a model for the methodologies incorporated in this inquiry. Jackson's (1968) studies included elementary classroom settings in Palo Alto, California and the University of Chicago Laboratory School. The observation and interviews were used to obtain information relative to students' interactions in

classrooms and other settings within the school. The study focused on the complex and subtle demands that affect students in the schools such as crowded school settings, the reward system, and unequal distribution of power between teachers and students. In addition, this research study provided information regarding students' and teachers'views concerning social values that are assimilated in school life.

Goodlad (1983) and his colleagues from the University of California reported some of the initial findings in 1,016 classrooms. The observations were conducted in elementary, junior, and senior high schools in seven states. The interviews included comments from students, teachers, parents, and principals. This indepth study provided data on teaching practices, the curricular content, school and classroom organization.

Patton (1975) in his analogy of light contrasts the use of qualitative evaluation by stating:

> While you can measure the length of blue light, can you capture in quantitative notation what the color blue looks and feels like? The experience of looking at blue light is a direct encounter between the phenomenon and observer; it is not easily amenable to statistical measurement (p. 17).

By using the same principle, the researcher selected qualitative research methodology.

The qualitative research metholodogies that I utilized were the following: Observations (with extensive field notes); structured interviews with students (taped);

informal talks and content analysis of both (traditional, humanistic abstract realities). Observations give attention to specific details or occurrences regarding human behavior with other persons within their environments. A structured interview includes arranged conversations that utilize questions asked in the same manner or order to each person interviewed (Van Dalen, 1979). The content analysis of both traditional and humanistic abstract realities constitute the behaviorist's theory of training and the humanist's theory of education. These forms of qualitative research were used to promote a better understanding of the reality of students' behaviors in classroom settings.

Research Procedures

Prior to the investigation with seventh-grade students at Centerville School, the researcher sent official letters to the Superintendent of Schools and the principal in a Southwest Arkansas school district asking permission to conduct a research study. The Superintendent of Schools asked the principal to discuss the purpose of the research project with the seventh-grade teachers and students.

After the researcher obtained permission to conduct the study, a pilot study was carried out in another school in the Southwest Arkansas school district prior to the one month investigation at Centerville School. The pilot study was used to check the precision and clarity of the

interview questions. As a result, modification of the questions was made to make data gathering procedures more efficient.

Observations, in this research study, provided data on the students'interactions with peers and teachers within their school settings. The observations included one hundred and eight hours in one school. The students were observed in their English, math, science, and social studies classes as well as the halls, cafeteria, and other campus sites three days per week. During the observations, verbal behavior in classroom settings was recorded on cassette tapes. Field notes were also used to record both verbal and nonverbal activities and responses.

Since the students spent very little time outside their classroom settings, the informal talks were comprised of brief conversations. Examples of these conversations are recorded in Appendix C. These informal talks took place in the girls' restrooms, portal of the gymnasium, library annex, and other campus sites. These conversations were not audio-taped; however, field notes were recorded.

Thirty-six seventh-grade students participated in this research inquiry. After the researcher obtained permission from the thirty-six students, semi-structured interviews were utilized to obtain information respective to the students' beliefs about themselves and their attitudes toward their school subjects. Two samples of interviews were selected at random and are included in Appendix B.

Other samples of interviewees' comments are reported in Chapter IV.

CHAPTER IV

BEHIND THE SCHOOL SCENES WITH SEVENTH-GRADE STUDENTS

Chapter III reported the methodology that is utilized in this study. This methodology includes observations, informal talks, and interviews conducted with a group of seventh-grade students. The descriptive data gathered from these procedures have formed Chapter IV. When the researcher began gathering the information for this chapter, a quote by Jackson (1968) captured the researcher's attention. The quote stated:

> The school attendance of children is such a common experience in our society that those of us who watch them go hardly pause to consider what happens to them when they get there. Of course our indifference disappears occasionally. When something goes wrong or when we have been notified of his remarkable achievement, we might ponder, for a moment at least, the meaning of the experience for the child in question, but most of the time we simply note that our Johnny is on his way to school...(p.3).

The researcher realizes the actual happenings inside school settings are essentially needed to distinguish theorist's abstract realities and the concrete realities of students within the context of the school scene.

*A school scene is an entire school system where students' interactions with peers and teachers take place. The school settings are within the entire school system.

What follows in this chapter includes the concrete existence of school life regarding seventh grade students attending *Centerville High School. The accumulated data gives an account of the students' school environments, their curriculum, their interactions with teachers and peers within classroom settings, students beliefs' about themselves, and students' attitudes toward their school subjects.

The School Environment

After driving off the main highway one sees tall lofty trees towering over the campus area of Centerville School. As a result of WPA programs, the main building was constructed in 1941 during Franklin Delano Roosevelt's administration. However, after the renovation in 1983, the main building stands as a modern facility. Evergreen shrubberies array the front of the remodeled facility that comprises ten spacious classrooms, a library, a gymnasium for physical education classes, office space for the principal, secretary, and counselor; faculty lounge, storage rooms, and restrooms for boys and girls. Other buildings include agriculture, science - home economics, cafeteria, maintenance, and a gymnasium. A lighted baseball field with covered bleachers and two tennis courts occupy a space west of the gymnasium. Covered sidewalks extend from one building to the next. Benches, swings, and

*Centerville High School and the names assigned to students and teachers are fictitious names.

trash receptacles are conveniently located on the campus. In addition, two basketball goals stand east and north of the main building.

In the portal, green plants present an inviting entrance to the corridors. The corridors provide space for a display of art paintings, portraits of senior classes, bulletin boards with announcements and other brochures. Additionally, lockers, trash containers, fire extinguishers, and water fountains are located in the north and south ends of the corridors.

In all classrooms except the science rooms, orange movable desks with brown veneer tops are arranged in rows facing the chalkboards and the teachers' desk which are in the front of the room. The classrooms are furnished with bulletin boards, clocks, filing cabinets, pencil sharpeners, storage space, wall maps, globes, screens, and bookshelves. The bookshelves provide access to dictionaries, encyclopedias, and other reference materials.

The science rooms are furnished with tables and orange chairs. Each table provides seating capacity for two students. The students have access to lab equipment and facilities. The seventh grade boys' science class is taught in the biology room which has aquariums containing animal and plant life. Miscellaneous realia represent both physical and life science.

The library is furnished with orange carpet, brown veneer top tables, orange chairs, realia, green plants,

pictures, periodicals, and newspapers. Varied books in different subject areas include a large collection of volumes. The library has an annex for audio-visual aids and video-taping facilities.

In the main building, a gymnasium is used for physical education classes. It is supplied with facilities to foster physical fitness that includes a universal machine, used for weight lifting and push-ups. A variety of game activities such as badminton, volleyball, dodge ball and table tennis are available to use in physical education classes.

The Curriculum

It appeared that the seventh grade students' curriculum was identified with Alexander and Saylor's (1954) definition of a traditional curriculum with specific goals and objectives planned to serve a particular school setting without any thought of individuality or personal dignity of children. This notion of curriculum became clear in the school experiences of the seventh grade students. As evidence, it was noted in the school practice that embodied content-centered and sequenced lessons, to be attained during a fixed time schedule that included six class periods.

From 8:20 a.m. to 3:15 p.m., the mobility pattern of classes began with the ringing of a bell; however, the classes of the first three periods on Monday varied

approximately ten to fifteen minutes to provide additional time for a homeroom period. During the six designated class periods, the students were expected to attend science, English, physical education, athletics (basketball), mathematics, social studies, and a study hall. The school practice resembled the experiences focused in Goodlad's (1983) study of schooling. The students were expected to be engaged in repetitious tasks, reading from textbooks, answering questions, completing worksheets and workbook assignments, taking notes, or taking tests. In many instances, the students were expected to remain quietly in their seats, obey the classroom rules, and follow instructions. If the students failed to conform to these rules, they were punished or received detention.

In the interviews and informal talks, some students indicated that they enjoyed drawing, carving, singing and dramatic or instrumental music activities. Some students even expressed a desire to include art, music, drama, homemaking, foreign languages, and vocational education in the curriculum, however, none of these experiences were noted in the curriculum. During the investigation, the students were never engaged in any role playing or dramatic experiences. Neither were they exposed to audio-visual materials, field trips, or guest lecturers in their classroom settings. They sometimes were exposed to maps or pictures related to a topic or unit. One time a guest

lecturer talked with all students on playing tennis in the gymnasium.

Some class settings resembled the experimentalist's model at the middle of the continuum. In such settings, students learned by action, experimentation, questioning, and class discussions. These experiences were reflected in the English classes when the students were engaged in writing business letters, on filling out social security and bank deposit forms. Other such experiences were noted in the science classes with students planting seeds to determine the germination rate or the reaction of plants in light and darkness. A few times students experienced less structured schooling than the experimentalist's approach. These experiences became evident in English and science as students participated in writing creative stories or in reading books that they selected during a free reading period. Other such evidence was indicated in science when students browsed or examined specimens of their own choice.

Even though less structured school settings were sometimes revealed, most times the technological tradition approach (training) represented the heart of the curriculum. It was clearly indicated that basic education skills were more significant than intrinsic values in all subject areas.

In mathematics students were taught mostly the fundamentals of addition, subtraction, multiplication and division. The rudiments of fractions and decimals were

utilized to reinforce basic arithmetical operations.

The English classes mostly included the mechanics such as capitalization, punctuation, and articulating the parts of speech into sentences or paragraphs. Spelling and vocabulary study were included.

It was noted in social studies that the schooling experiences did not go beyond map skills, oral expressions, and understanding similarities among different cultures. The students were not involved in activities that required problem-solving or divergent thinking.

As we observed the students in science, it was revealed that basic educational skills in science instruction were centered only around plant and animal life.

In physical education and athletics, the observations showed that students were not engaged in reading, getting out assignments or taking notes or tests. However, the students were taught the necessary skills for winning competitive games or sports. When the teacher explained the rules or skills essential to play the games, students were expected to listen. Football was not included; therefore, basketball was a popular game from October through February.

Tests or quizzes were frequently given to reward students positively or negatively with letter grades indicated as follows: 95-100 = A, 85-94 = B, 70-84 = C, 60-69 = D. Friday was considered as a time to test

students. The tests included mostly recall answers that were expressed in one to seven words. A few test questions were based on the cognitive comprehensive level. It was noted that most tests were accompanied with the textbook series.

Classroom Settings with Students and Teachers

Behind the school scenes observing students resembled looking through a kaleidoscope. As students interacted with their teachers and peers, multiple patterns of interactions are envisioned within the context of the school and classroom settings. When the students arrive at school, the changing patterns and scenes of interacting are revealed whether in the corridors, classrooms, cafeteria, or other campus areas.

As observational evidence, students walked hurriedly through crowded corridors to get from one class to the next. The scenes in the corridors involved stopping at lockers to pick up books, at water fountains to drink water, in restrooms, stopping to chat, play or tease with peers, and sometimes talking with teachers, the principal, or other persons.

Once the students were inside their classroom settings, they participated in another series of activities. Answering to the roll call, purchasing lunch tickets, sharpening pencils, talking, taking notes, working

with seat assignments, stapling papers together, raising hands to ask or answer questions, and exchanging ideas. Students and teachers were involved with other activities that sometimes interrupted a classroom setting--the pep rallies, fire drills, intercom announcements, or tornado drills.

Attentiveness and quietness obviously were prized attributes of classroom settings. Nonetheless, the students' interactions and behaviors were sometimes expressions of inattentiveness, noisiness, and restlessness in many of their classroom settings. Thus the involvement of students interacting with teachers and peers mirrored the many sides of students as they changed from liveliness and laughter to pensiveness and unhappiness within the school surroundings.

Several excerpts have been included comprising explanations of students and teachers interacting in a seventh grade school setting. The audio-tapes and observations provided interpretive expression of teacher-student involvement in math, social studies, physical education, science, and English. Before the activities or performances began, usually five minutes were employed to sharpening pencils and to record absentees.

Math: February 11

As noted in the observations, noise echoed in the room; however, the students settled down to listen, Mrs.

Bush stated, "We are going to be subtracting mixed numbers from whole numbers." She asked the students to look at an example on page 180 of their textbook. The problem consisted of 21-3/4 yards of fabric sold at a regular price from a 25 yard bolt of fabric. The remainder of the fabric would be sold at a reduced price. Mrs. Bush remarked, "First of all we are going to rewrite the whole number as a mixed number, then take one whole number from the 25 and change into 4's. One whole number has four 4's. Subtracting a fraction will leave a difference of one fourth, and subtracting the whole number will leave a difference of three." For about fifteen minutes, Mrs. Bush continued to use students' participation in the subtraction of fractions from whole numbers.

Before the close of the demonstrations, Mrs. Bush asked Tom the answer for 3-15/15. He answered, "Four." Using the number 4 and a mixed fraction 2-3/5, Mrs. Bush explained, "This is where we will do some regrouping. Notice how the number 4 is equal to 3-5/5, now we can subtract 2-3/5 and we will get 1-2/5." She asked if there were questions. One student questioned the number used to subtract 3/7 from 24-7/7. When Mrs. Bush made the clarification, again she asked if the students had other questions. Since no other responses were made from the students, she commented, "So to subtract a mixed number from a whole number you take one from the whole number and rename as a fraction then perform the subtraction." She

then passed out the seatwork assignments. As the students finished, they passed the assignment to the teacher's desk.

Math: February 15

Including another sample lesson, Mrs. Bush expressed "Ordinarily we would review for the test Monday, but instead we will review Monday for the test Tuesday. So we will move to the maintaining skills, page 190. In the first group, you are to find the area of several different types of figures." She added, "Let's see if you can remember the formula that we will use. Undoubtedly, you don't because you didn't do well on the papers yesterday."

Using the geometric illustrations on the board, Mrs. Bush asked Bill, "What kind of figure was the first one?" He replied, "A square." She commented, "A square or a rectangle." She then asked "How do you find the area of a rectangle?" With no response, she remarked, "Multiply the base times the height." She asked Tom, "What kind of figure was the second one?" He responded, "Rectangle." She asked, "How do you find the area of the rectangle?" In a second response, Tom said, "Base times height. The questioning of the third figure continued with Jim who hesitated to speak; therefore, the teacher said, "It's a triangle," after Jim's answer, she questioned, "How do you find the area of a triangle?" A student replied, "Multiply the base times the height and divide by two. Mrs. Bush commented, "All right, we multiply the base times the

height and divide by two because a triangle is simply half of a parallelogram." Continuing the questions, she asked Ted, "What kind of figure was number four?" Ted's first answer was incorrect. He finally said, "A parallelogram." Mrs. Bush said, "All right, it's a parallelogram." She asked, "How do you find the area?" Since the students did not respond to the question, Mrs. Bush asked, "If you take the triangle off the parallelogram and put on the other side, what kind of figure would you have?" Voluntarily a student answered, "A square?" Again Mrs. Bush questioned, "How do we find the area of a rectangle?" The student answered, "Base times height."

The discussion continued with finding the area of a circle, multiplying across rows, and the placement of decimal points in division problems. Mrs. Bush asked if there were any questions. With no questions, she assigned the students 27 problems to work in their book indicating on their papers how they solved the problems.

According to observations, students' attitudes and behaviors differed in classroom settings. Once the students completed their seatwork assignments, they communicated verbally and nonverbally with other peers revealing varied behaviors. These behaviors were indicated constantly in scuffling feet, yawns, glassy-eyed stares, wadding paper, passing notes, tapping pens or pencils on the desks, playing with objects, finding excuses to leave their seat to talk with peers, watching the clock, reading

fiction books, and leaving paper on the floor. In spite of the classroom rules in the math classes which prohibited such behaviors, the students persistently ignored and disobeyed these rules.

Social Studies: February 13

In the social studies class, the teacher made an assignment for the students in their workbook, "Neighbors of the world." After playing a tape related to Japan, the teacher asked the students to get out a piece of paper for a test. The test consisted of thirty-five questions that were read orally to the students. After the questions were answered, the teacher asked the students to exchange papers with each other. She read the correct answers to the questions. A sample of the questions and answers are as follows:

> What is the capital of Japan? Tokyo
>
> There are four major ways the Japanese make a living. Name three of them. Fishing, farming, manufacturing, or trade
>
> Who did the Japanese give credit for founding the Japanese Islands? Marco Polo
>
> What is the name of the major religion in Japan? Shinto
>
> About the year 552 A.D., Chinese missionaries came to Japan. They brought three important things with them. Name one of the three things. Teaching of Buddha, written language, or civilized ways of the Chinese
>
> What was the Japanese goal for a span of fifty years? To develop a modern nation
>
> What country finally defeated Japan in 1945 that

ended World War II? United States
Because they are located where they are, it is not unusual to experience disaster. What major disaster struck Japan in 1923? Earthquakes

Most of the class period was used for the test. When the students finished scoring the test papers, they passed the papers to the teacher. The teacher reminded the students to be prepared for their reports. The bell rang and the students hurried out of the room.

Social Studies: February 25

In another scene of classroom interaction, Mrs. Bronson explained that in the early years the people in Africa were scattered and there were probably not more than 200 to 300 people per square mile. The land was not habitable. She asked Sue, "What country are we studying?" Sue answered, "Africa." Mrs. Bronson remarked "It took a long time to settle Africa because of the deserts, no good places to land ships, very few good harbors, and land structure preventing ships to sail up rivers without running into waterfalls." As she continued the discussion, she said, "In 1885, we were just beginning to find out about the interior of Africa. Even a hundred years ago we knew very little." In continuing the questioning, she asked, "What Portuguese found an all water route around the world?" Several students answered, "Vasco da Gama." She asked, "What year did he sail around the tip of Africa? Again, several students replied, "1497."

The discussion continued with data of African

slaves. Mrs. Bronson asked the students how many read the pages pertaining to African trade. Seemingly, the students were hesitant in their responses. She asked Ted, "What would happen if you were captured by a slave trader?" He responded, "They might kill you." Obviously, Ted's answer was incorrect, therefore, she asked Tom the same question. Tom said, "They would make you their own slave and sometimes they let you go free." Mrs. Bronson added, "They would sometimes assimilate you in their own tribes." She mentioned that, at the beginning of the 1500's, slaves were brought to America.

In looking at a few dates, Mrs. Bronson questioned, "What happened in 1652?" "Slavery was abolished." replied Marc. "No," Mrs. Bronson responded. Several students eagerly replied, "Dutch colonies were established." "What happened in 1885?" she questioned. Again students in unison answered, "The Europeans established colonies."

As the questioning continued, Mrs. Bronson asked, "Why were the Europeans so anxious to establish colonies?" Bill answered, "To get land." Mrs. Bronson commented, "Not necessarily to get land but to get raw materials." She asked what happened in 1960 to 1969. The reply, "Most African colonies received their independence." She referred to the picture of African sculpture, page 394.

Several pictures and illustrations were observed in the textbook. After the observation of pictures, the students were assigned the vocabulary study on page 393 and

to read from 393 to 406 the next day Mrs. Bronson remarked that slavery was a very cruel, but a profitable business. It went on for 200 years. She added, "Why was slave trade so important in the United States?" In a comment, she stated that the emigrants would not work, they came to establish a business of their own. Ted stated also that the slaves provided cheap labor.

Other questions and ideas were related to the purchasing of slaves in the West Indies to work the cane crops. It was mentioned that the slaves were physically fit and able to endure the hot temperature. Other ideas included the groups that helped to explore the interior of Africa--Missionaries, explorers, Theodore Roosevelt's trip and geographical societies.

Before the bell rang, Mrs. Bronson reminded the students that they would have a quiz including today's discussion. She encouraged them to work out the vocabulary assignments to merit additional grade points.

In the social studies class the following statement was made often: "If you choose to talk, you choose to get detention or to write a hundred sentences." In spite of the reminders of punishment for misbehavior, the students in the social studies class were frequently inattentive, restless, and engaged in disruptive behavior. These students were more verbal with their behaviors than in the math class. They were involved in chirping noises, excessive giggling, scuffling feet, talking, excess

coughing and flashing shiny objects that reflected in the ceiling. When the bell rang, the students always hurried immediately out of the room.

Physical Education: February 15

The physical education class for boys was taught the first period. The class for boys began with a series of warm-up exercises including push-ups, sit-ups, running, and jumping activites. After fifteen minutes of warm-up exercises, the students used the universal machine with components for push-ups and lifting weights. When the students finished the exercises that fostered vascular and muscular improvements, they made a choice to participate in dodge ball, badminton, or table tennis. The boys were continuously engaged in various activities.

After observing the boys' physical education classes, the girls' physical education was observed the second period. On this particular date, the girls were not involved in warm-up exercises or in using the universal machine. Their activity consisted of playing badminton. While twelve students played the game, the other girls sat in the bleachers in groups and entertained themselves in social conversations. The observations noted that these conversations included things that students did when they were not in school and were with their families and friends. All the girls were given a chance to play badminton before the bell rang. On some days, it was noted

that the girls were engaged in warm-up activities.

Five boys and four girls participated in athletics (basketball) which was conducted at the same time of the physical education classes (first and second periods). After the tournament in February, the students participated in track instead of basketball. The athletic classes fostered teaching techniques and skills essential for winning competitive games or sports.

During the observations of physical education classes, no textbooks were used or tests administered. Neither boys nor girls were required to take notes or get out assignments.

According to observations and informal talks, the warm-up activities remained the same; however, games such as badminton, dodge ball, volleyball, table tennis or tennis were interchangeable.

Science: February 13

In a science class with the girls, the discussion was related to plant life. Before the discussion and questioning, the students had observed real samples of plant life. Excerpts of the questioning and discussion included: Mrs. McGee explained, "One thing you should have is a habitat. What is a habitat for liverworts, mosses and ferns?" She continued, "Where do mosses grow?" Several students answered, "Moist, shady places." She asked, "What about the habitat of liverworts? Are the habitats the same or different?" With no student's response, she said that

they require moist places. Do you remember when I brought in the samples of mosses? Did they remind you of a fabric? It was like a carpet or velvet patch. Because of the moisture, they were easy to get off the ground. What is another thing that makes it easy to get mosses up? Mosses don't have any true 'what?'" The students replied, "Roots." Mrs. McGee continued the questioning. She asked, "What about the habitat for ferns?" The students responded, "Woods". In addition, Mrs. McGee added, "Swamps and darkness." Then she asked, "What kind of content do they need?" Several students remarked, "Air." She said,"No, you've got air all around. They need high moisture." She questioned, "What about the reproduction of ferns?" Again, several students answered, "Spores."

After identifying that angiosperms were one of the groups of plants, she asked, "What is the other group of plants?" The students said, "Gymnosperms." Mrs. McGee asked, "What is peculiar about Angiosperms?" Jan replied, "They produce flowers, seeds and fruits." After she asked for an example of a fruit with seeds inside, the students replied, "Apple." In continuing the discussion, Mrs. McGee questioned, "What is the difference in gymnosperms and angiosperms seeds?" Amy answered, "Gymnosperms have seeds that are not enclosed." Mrs. McGee explained, "Gymnosperms are not inside the fruit. Give an example." The students answered, "The pine tree." Mrs. McGee added, "In order to get a viable fruit, pollen has to reach the plant."

The continuation of the discussion included information on roots, stems, and leaves. Mrs. McGee gave the students diagrams including the cross sections of a stem and a leaf. She also drew these illustrations on the board and let the students label the parts. After the discussion of plant life, an assignment was made which included A, B, and C study sheets. The students were reminded that the worksheet and review sheet would be used for tests. Before the bell rang the students had a few minutes to study and talk with each other.

Science: February 22

In another science class setting, the loudness of the students' voices echoed in the room. Seemingly, the students expressed enthusiasm and spontaneity in the science class. The teacher, Mrs. Love, explained that the students would be given two cups of dirt to plant different seeds. She added, "When you get the cups, write your names on them, punch one hole on the bottom of each cup, write 'dark' on one and 'light' on one. You will do everything the same except some of the cups will be put in a dark place and some in the light."

Two students were asked to plant 10 grains of corn in their cups. She asked, "Do you mind?" She remarked that if nine seeds sprout, you have à ninety percent germination rate. We are testing the germination rate." The other students were planting onions, radishes, carrots, broccoli,

okra, and watermelon seeds.

The teacher asked Tom and Bob to plant corn kernels in cups without a hole punched in them. She questioned, "Why do we punch holes in the cups?" The students answered, "Water will drain." She asked, "What will happen if the plants get too much water?" Again the students responded, "They will drown." Mrs. Love wrote the words-light reaction, moisture, and temperature on the board, the other concepts to be observed. While the students planted an assortment of seeds, one student cleaned the aquarium.

With twenty minutes left in this period, the students used microscopes to observe a piece of cedar, algae extracted from pond water, and specimens of top soil. The students shared experiences with each other. During this time, two students stopped at the table where the researcher sat and shared their experiences of planting seeds.

Mrs. Love reminded the students of their responsibilities to take care of the plants, watching for the need of water and other changes.

English: February 18

This passage includes a brief description of a class scene getting ready to write business letters. Mrs. Dale questioned, "Why do we need to write business letters?" In a reply to her question, a student said, "To discuss business matters." Mrs. Dale remarked, "For instance, like

what?" The students stated, "Selling products, compliments, complaints, making suggestions and asking questions concerning goods and services." The teacher commented, "All right, those are some good suggestions." She asked Jan to read page 178 in the textbook which gave information related to writing a business letter. Following Jan's reading, Mrs. Dale asked Sue to read a sample letter in the textbook. The students were asked to name the parts of the letter. The students repeated in unison, "Heading, inside address, greeting, body, closing, and signature." Mrs. Dale asked Tina, "What did the heading consist of?" Tina answered, "Inside address." Continuing the questioning, the teacher asked Opal, "What was the inside address?" She replied, "State, city, and street number." Clara was asked the same question. She replied, "The address to the place where you are writing." The teacher restated that the first line contains the name of the firm, and the second line the street and number, and the third line the state, city, and zip code. Nina was asked, "What do we usually say in the greeting?" She responded, "Dear Friend," Mrs. Dale suggested that you could say "Dear Sir," or "Dear Madam." Reba was asked, "What was the body?" She answered, "The information you are talking about." The questioning of students continued with the closing and the signature.

After the discussion and explanations, Mrs. Dale asked the students to write a business letter in class. She

talked briefly relating to letters written in the other section of the class. These included writing letters concerning errors in their English textbook or things they felt should be included in the book.

English: February 27

In English class today, Mrs. Dale asked Bill to read a passage from page 196 of the textbook. The paragraph was related to objective, comparative, and superlative adjectives. An excerpt of the discussion among the teacher and students included:

With no responses, the teacher repeated the question, "How many forms of adjectives?" A student answered, "Three." The teacher asked, "What are the forms of adjectives?" The same student answered, "Positive, comparative, and superlative." The teacher questioned, "What is the positive form?" One student said, "Talking about one." Another student responded, "The words before you add 'er' and 'est,' like 'sharp.'" Mrs. Dale asked the students to look at the word good. She questioned, "What is the comparative form?" John replied, "'Better,' because it compares with something else." She asked Tom, "What is the superlative form?" The student responded, "Best." The discussion continued with the word cold. The teacher asked Ted, "What is the comparative of cold?" He spoke hesitantly, "Coldest." Since "coldest" was incorrect the teacher asked the students to look on page 197. She asked,

"What does comparative mean?" Another student responded, "Comparative is comparing the weather." In response to this answer, Mrs. Dale said, "With what?" The student replied, "Comparing the weather of one place with the weather of another place." When the students agreed that "colder" was a comparative form of "cold," she asked, "What is the superlative form." A student responded, "Coldest." After discussing the comparative and superlative forms of eight positive adjectives, the students were asked to use their own imagination to write sentences using all forms of the adjectives.

Before the bell rang, a few students discussed the schedule for the next school term. One student remarked that next year they would be having seven periods. Another student remarked loudly, "Seven periods!"

Although the teachers in English and science reminded the students of their misbehavior such as talking too loudly, getting out of their seats to dance, or do other mischievous and trivial things. For example, a student got up out of his seat to dance. The teacher remarked, "There you are dancing. This is an English class. If I wanted you to dance you would not want to dance." Without further disruption, the student discontinued the dancing. As a whole the classroom settings revealed fewer disruptive behaviors as mentioned earlier in math and social studies classes.

Students' Viewpoints

During this investigation, the entire thirty-six seventh grade students were asked to be interviewed. The researcher interviewed all thirty-six students. Even though the interviews were conducted to obtain information regarding students' beliefs about themselves and their attitudes toward their school subjects, the interviewees' expressions or remarks indicated other concerns. Such concerns included dislikes or likes for teachers, bad grades and elementary school life.

With respect to students' feelings about themselves, most students indicated positive feelings about themselves. This became evident in students' remarks that they felt good, great, or pretty good about themselves. Only four students indicated negative feelings about themselves. The comments of these four students are mentioned later in this section.

Regardless of negative feelings toward school subjects or other concerns, only one student indicated a lack of self-confidence relative to schooling beyond high school. All other students expressed that they had confidence in themselves to accomplish their plans or goals.

With an exclusion of eight students, it was noted that the other thirty-six students would like to attend college. Among the eight students, four were undecided, the others anticipated getting a job, going to the Air Force or the army. The students planning to attend college

included varied professions and vocations for their future such as doctors, nurses, teachers, lawyers, chemical engineers, carpenters, fashion models, and the like.

The interview questions relative to school subjects included such factors as whether school subjects were interesting, enjoyable, boring, dull, liked the most or liked the least. According to the students' viewpoints, out of thirty-six students, twenty-six students showed negative feelings toward social studies. While ten students indicated positive feelings in math, seventeen students revealed negative feelings toward math. In English, four students indicated negative feelings; however, the interview data noted seventeen students with positive attitudes toward English. In the science class, three students showed negative feelings and talks with twenty-three students reflected positive feelings. It was noted in physical education and athletics that five students showed positive attitudes. The other thirty-one students seemingly had no strong feelings for physical education or athletics.

In the interviews with students, they appeared to be honest in their expressions relative to their feelings toward themselves, and their school subjects.

Five descriptions of the students' feelings toward themselves and their school are illustrated in the following comments.

> I feel good about myself. I really like and enjoy school. I plan to go to college. I have the

confidence that I can accomplish these plans. The most interesting and enjoyable subjects are English and science; however, I like science the most. Social studies and math are boring, and I like these subjects the least. I like class discussions because you can use your own ideas. I like to use my own imagination.

I feel good about myself and make good grades. I like science and physical education and they are the most enjoyable. In science, the teacher makes it interesting and we can do experiments. Physical education is fun and I like the teacher. I like math and social studies the least, math is boring. I have already been over this. We had fun in elementary school. I enjoy class discussions, for instance, you can talk about things.

I feel great. My plans are to attend college and to become a teacher. Social studies and math are dull, boring subjects, but I like social studies less than math. I like and enjoy English the most. English is a review of the sixth grade. I prefer class discussions because I can learn more.

I feel good about myself. English and science are interesting and enjoyable. We do a lot of things in English. In science, we work with plants, and we do a lot of things with classmates. In math, we have to be too quiet, and we have tests every day in social studies.

I like school a lot and can do better. I plan to go to college and major in English. English and science are the most enjoyable. You can participate in discussions and do lab work. Math tells about things that I already know and it is boring. I would rather miss math to watch television. I prefer class discussions. You get to tell your own ideas and what you feel.

A few students were undecided about going to college.

Comments from two of these students included the following:

School is boring, not fun to be in, and it seems like a prison. I want to be a basketball star and travel all over the world. English is the most interesting and enjoyable subject. You don't get tests all the time and you can communicate with people. I like science the most because you can learn about all kinds of animals and how they

> live and grow. Math is liked the least. It is boring and you get tests everyday.

Another student undecided about college remarked:

> I feel okay about myself but I get bored. I was thinking about college, now I don't really know. I am repeating the seventh grade. I like all my subjects except social studies. The teacher talks most of the time. I like class discussions because you can take part in the discussions.

The interview questions did not include questions relative to dislikes or likes for teachers. However, some students indicated their dislikes for teachers while others indicated their likes for teachers. The following comments indicated such expressions:

> I feel good about myself. I plan to attend college and I have confidence that I can succeed in college. English is the most interesting subject and I learn a lot. I don't like social studies and I don't like the teacher. She doesn't explain clear enough for me to understand and learn.

> Sometimes I feel like dropping out of school but I plan to go to college. I like English the most and I like the teacher. I don't like social studies. It is boring and not interesting. I don't like the teacher, she talks a lot.

> I feel pretty good about myself. I want to be an oil rig digger, but I might go to college. Science is interesting, and I enjoy it. The teacher is nice and we get to do things. We use the microscope to discover new things. Math is boring and I would rather miss math to watch television. I don't like the teacher. I don't like social studies, the teacher talks a lot and I don't like the teacher. I like class discussions, you hear what others say, and you can get more done this way.

Occasionally, during the interviews, students mentioned that they had fun in elementary school and had already learned in elementary school some of the things they were

being taught in high school. Such conversation was indicated by this interviewee.

> I make good grades and I think I want to be a teacher. I have confidence in myself to accomplish this goal. I like and enjoy science the most. We get to do experiments and work in groups. I like math and social studies the least. We were taught the same things in elementary school. I had fun in elementary school.

Some students indicated negative feelings because of bad grades. Remarks from two of these students focus on such feelings.

> I feel great about myself. Social studies is boring, I make bad grades and I don't like it. I don't like to read in the class. I like class discussions and I like to use my own ideas.

The other interviewees commented:

> I am not proud of myself. I think I can do better. I plan to go to college and major in business. I have confidence in myself to accomplish this goal. I learn a lot in English and science. Math and social studies are boring and I like them the least. There is no opportunity; you make bad grades.

It was noted that some students enjoyed reading books of their own choice. It has already been mentioned that free reading periods were provided in the English classes. This again became evident in the following quote.

> I really enjoy school and I plan to go to college. I enjoy and learn a lot in English. We have free reading periods in English and we can select books of our own choice to read.

As we reviewed the data accumulated from students' interactions with peers and teachers, interviews, and informal talks with students, it was noted that most students felt positive about themselves and their

capabilities to succeed in life. The concrete realities of the interviews indicated that more students showed negative attitudes toward math and social studies. On the other hand more students reflected positive feelings toward English and science.

CHAPTER V

INTERPRETATION OF DATA, CONCLUDING COMMENTS AND SUGGESTION FOR FURTHER RESEARCH

Interpretation of Data

This chapter utilizes data from the four previous chapters of this study. Chapter I comprises an overview and questions relative to whether the abstract realities of training versus education compare to the concrete realities of the seventh-grade students. Chapter II contains a content analysis of the traditional and humanistic abstract realities. Chapter III is in the form of an explanation of the methodologies and procedures utilized to obtain information pertaining to this study. Chapter IV contains concrete data gathered from interviews, informal talks, and observations of seventh-grade students within the context of their school setting. Recommendations for further research studies also appear in Chapter V.

In this chapter, the interpretive analysis is an expression of the researcher's personal beliefs or values. The researcher believes that learning is a personal matter and that learning cannot be separated from students' personal experiences and individuality. Since the humanist's theory of education reflects the foregoing

philosophy, it is evident that the researcher has focused on the humanist's theoretical views to interpret the data of this study.

As the researcher began unraveling the concrete realities of this group of seventh-grade students and theorists' views of training and education (abstract realities), a widening split in both theory and practice was reflected in the seventh grade students' school settings. At times, less structured settings were seen in English and science; however, the most obvious school practice was the traditional approach. It was clear that massive commitments were made to foster the status quo, i.e., to teach only basic education skills. The school constantly promoted tasks to keep students busy working with basic education skills.

Although the school environment is conducive to educating children, the learning activities within these school settings were detached from the inner life of the students. School subjects were not offered to balance the personal and social interests of students. The students often commented that they felt like dropping out of school, school was like a prison, or we need an education to get a good job. These expressions denoted that the students attended school to meet mandatory requirements and to prepare themselves for a job. The students viewed the school as a joyless and oppressive place to be. The modern school facility invited school attendance, but the students

showed little pride in their school. Teachers frequently reminded students to pick up paper off the floor; nevertheless, the classrooms and halls were often untidy with paper.

The learning experiences in these school settings did not include what interests or concerns the learner. The students' remarks mentioned earlier exposed the imbalance in their curriculum. Social factors appeared to be more important than the individuality of students. The school seemed to represent the economic and social values of the community. Basic education skills were incorporated in all school subjects to help students attain efficiency and competency in their performance. The students' performance determined their success.

It was conspicuous that the students had no personal encounter in their school experiences. The teachers decided the goals to be attained, the experiences to attain these goals, and the means to determine whether these goals were being attained. It was obvious that the teachers used curriculum guides and basic textbooks to decide on specific goals and learning activities. A specific time was set to start and stop these activities. The students were programmed as to how much time they would spend studying each school subject. Students were told what to do, what to study, and what procedures to follow in their classroom instruction. These experiences were designed to teach the rules of conformity and passivity in classrooms.

This programmed environment constrained students' interactions with peers and teachers in their school settings. It hindered the students' chances to venture, to make mistakes, and to find things out for themselves. Thus independent thinking and personal development were not promoted in this content-centered and teacher-directed curriculum. Since students were drilled repeatedly on basic education skills in their school subjects, it was evident that the instructional program was designed to teach students facts and how to distinguish right and wrong answers so that they could merely give back recall on tests papers.

Even though the students mentioned that they enjoyed drawing and carving, bulletin boards and other displays were prepared in the classrooms and halls by senior high school students. It was clear that the students had an interest in music. A few students remarked that they enjoyed singing and instrumental music. If the students had decided their own curriculum, they would have selected aesthetic disciplines such as art, drama, music, and foreign languages. However, music and Spanish were offered only to high school students. The researcher envisioned the seventh-grade school environment as a place where the joy of learning was mutilated.

Most students said that they had confidence in themselves to accomplish their goals or plans. After talking with students, it was noted that the traditional

school practice influences a low self-esteem in students. The low self-concepts were noted when students made expressions such as "I am repeating the seventh-grade twice"; "I was thinking about college, now, I don't really know," or "There is no chance when you make bad grades." As students interacted in their school settings, the students' low self-concepts seemingly promoted feelings of indifference and resentment.

The evaluation process in English, math, science, and social studies was patterned after the traditional approach of schooling. The evaluation process was not shared cooperatively among teachers and students, nor were tests implemented to decide what changes should be made in a student's school experiences. The teachers decided what questions to ask on tests, when tests should be given, and how many tests should be given to students. The test scores were used in the context of this school to determine whether a student was slow, average, or smart. Frequently, the teachers reminded the students to pay more attention in their classes and to spend more time studying to improve their test scores.

In all perspectives, the traditional school practice was employed in math and social studies classes. However, the English and science teachers occasionally promoted school experiences that integrated the behaviorists' training theory. Thus, the learning experiences included students' personal and social concerns. These theoretical

views were distinguished when the students wrote creative stories in their English class, or when students examined specimens at their own volition in their science class. Whenever the students were provided less structured learning experiences, they freely communicated and exchanged ideas. Although the English and science teachers were at times more structured in their school practice, students' interactions with peers and teachers reflected positive attitudes toward these school subjects. Students also seemed less inattentive and happier when they were involved in their English and science classes.

Teachers monitored these students in classroom settings, the halls, and other campus sites. Students were talked down by such remarks, "If you choose to talk, you choose to get detention (a means of confinement within classroom settings) or to write a hundred sentences." Many times students received detention. For instance, throughout this study, a student sat behind an opaque screen that deprived him of sharing and communicating with other peers. In spite of these reprimands, most students showed recalcitrant attitudes in math and social studies.

During the initial interviews, most students said they felt good or great about themselves. However, in subsequent conversations with these same students, they revealed more negative feelings about themselves. The interviews with the students concerning classes reflected mostly negative attitudes toward math and social studies. On the other

hand, the interview data revealed that most students had positive attitudes toward English and science.

School experiences should promote personal growth and development in children. The training theory seemingly had no influence in helping these students to grow cognitively or affectively. This traditional school practice had a tendency to motivate negative feelings in students' interactions with peers and teachers.

Concluding Comments

There are continuous efforts to implement "excellence" and rigor in school programs; however, this study revealed that the seventh-grade students' curriculum utilized mostly training experiences rather than learning activities to promote the education process. With all the restraints and reprimands, the researcher expected to find students in these environments obedient to the rules of conformity and passivity. The behaviorist's tenet was not held as truths in these settings. It was clear that the school experiences initiated within the seventh-grade school settings were outside the students' experiences; therefore, very little education took place within these environments. Prior to this study, the researcher was not aware of the alienation, and depersonalization that existed among peers and teachers in their interactions within classroom settings. Students' behaviors were expressions of indifferences and rebellions. It seemed as if the

school was in conflict with the students under study.

If the researcher had to do this study again, the study would include ten schools in adjacent school districts in the observations, informal talks, and interviews with seventh-grade students. Perhaps the time for study would be extended to two years. The preceding study focused students' attitude, and beliefs, and behavior in their school environment. Another study of this nature would include the attitudes, behaviors, and values of administrators, students and teachers in school settings. In order to obtain more insight on seventh-grade students, more schools, time, and persons within the school context would be included in the study.

Recommendations for Further Research

After reporting the theorists' abstract realities as compared with the concrete realities of seventh-grade students in one school with one set of teachers, it is apparent that this study is a limited description of human activity in ongoing interaction with peers and teachers. The researcher believes that other qualitative studies can be used as a meaningful approach to investigate issues and concerns in the education field to advance educational research. Since this approach is used to explore the complexities and subleties of school environments, recommendations or suggestions specific to other

qualitative studies include:

1. The qualitative approach can be incorporated in teacher training programs because it offers teachers the opportunity to discover the subleties of school environments and at the same time become more conscious about their own values and how these values influence their attitudes toward other persons within the context of school settings (Bogdan and Biklen, 1982).

2. The qualitative research approach can enhance university research centers and school systems by using survey studies. These studies report indepth information regarding educational personnel and process. Survey studies can be utilized to report and analyze records such as school board rulings, financial records, cumulative school attendance, courses of study, entrance or graduation requirements, or school schedules (Van Dalen, 1979).

3. This research approach can be used to develop case studies. Case studies are useful to gain insights of social units relative to how the physical and sociocultural environment affect the social unit. A case study may be made of a school, the students, administrators, or teachers. Studies may also be made of extra curricular activities such as an athletic team or clubs (Van Dalen, 1979).

4. It is suggested that other similar research studies consist of informal talks, interviews, and observations with a single group of junior high school or senior high school students in five to ten school districts. It is also suggested to include data of students' and teachers' attitudes, beliefs, or values.

5. A descriptive study that incorporates the feelings of all persons within the context of schooling has significant implications in advancing further research studies. It is suggested that similar studies include administrators, parents, students, teachers, or other personnel within the context of the school settings.

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APPENDIXES

APPENDIX A

SEVENTH-GRADE CLASS SCHEDULE

Seventh Grade Class Schedule

First Period-	Science	Girls	Science Room	8:20-9:15
	Physical Education	Boys	Old Gymn	8:35-9:30 (Monday)
	Athletics (Basketball-Track)	Boys	New Gymn	8:20-9:15
Second Period-	English	Boys	Room 10	9:35-10:30
	Physical Education	Girls	Old Gymn	9:50-10:45 (Monday)
	Athletics (Basketball-Track)	Girls	New Gymn	9:35-10:30
Third Period-	English	Girls	Room 10	10:35-11:30
	Science	Boys	Room 4	10:50-11:45 (Monday)
Fourth Period-	Math	All	Room 5	12:20-1:15
Fifth Period-	Study Hall	All	Room 2	1:20-2:15
Sixth Period-	Social Studies	All	Room 10	2:20-3:15

APPENDIX B

SAMPLE INTERVIEWS

SAMPLE INTERVIEW I

1. How do you really feel about yourself and school? I feel great and I enjoy school.

2. What are your hobbies and interests? Collecting rocks, weight lifting, deep sea diving, karate, and computers.

3. Briefly tell me about your plans for the future. I plan to take a course in computer science and major in computer science.
Do you have confidence and self-assurance to accomplish these plans? Yes

4. What school subjects are the most interesting to you? Science and English.
Why? I like science because you do a lot of experiments. In English you learn how to use words, write creative stories, and read stories about other people.

5. What school subjects are boring to you? Social Studies and Math.
Why? In math my teacher stands up and talks about these problems. In social studies we get a lot of homework and the teacher just stand up there and talk a lot.

6. What school subjects do you like the most? Science

7. What school subjects do you learn a lot and enjoy? Science and English

8. What school subjects do you like the least? Social studies and math

9. Are there classes that you would rather miss and watch television? Social studies
Why? So much homework and it is boring.

10. If you had a chance to select your own subjects, what subjects would you select? Computer science, literature, science, and foreign language.

11. What do you prefer?
    a. assigned seatwork
    b. lectures
    c. <u>class discussions</u>
Why? Express your own ideas.

12. What do you prefer for written assignments?
    a. topics selected by students
    b. topics selected by teachers
    c. topics selected by both teachers and students

Why? Because students choose easy topics and you don't have to write as much.

SAMPLE INTERVIEW II

1. How do you really feel about yourself and school? I feel good about myself. I could do better in school.

2. What are your hobbies and interests? Playing piano, badminton, tennis, (outside sports, I am interested in music).

3. Briefly tell me about your plans for the future. Go to college and be a teacher.
Do you have confidence and self assurance to accomplish these plans? Yes, ma'am, I'll try.

4. What school subjects are the most interesting to you? English and science.
Why? You learn about things you would need in the future.

5. What school subjects are boring and dull to you? Math
Why? A lot of things in math and it could be a simple way to do it.

6. What school subjects do you learn a lot and enjoy? Science.
Why? More discussion, more participation. and more lab work.

7. What school subject do you like the most? English
Why? We do different things, read and write.

8. What school subjects do you like the least? Math
Why? She makes things harder than they really are.

9. Are there classes that you would rather miss and watch television? Math
Why? Bored, no communication with peers.

10. If you had a chance to select your own subject what would you select? Music

11. What do you prefer?
    a. assigned seatwork
    b. lectures
    c. <u>class discussion</u>
Why? Tell ideas and how you feel about the subject.

12. What do you prefer for written assignments?
    a. topics selected by students
    b. topics selected by teachers
    c. topics selected by both teachers and students

Why? Both can agree you get more encouragement.

TRANSCRIBED TAPES

These transcriptions are from taped activities in the classrooms from which the researcher gathered data. Slashes (/) will divide breaks in thought, conversation, and sentences.

Social Studies
2/15/85

Okay, Charles is going to come around and take up your vocabulary words/If you have them, you turn them in/If you don't have them today, bring them Monday/

Okay, let's get your books and turn to Unit Ten/It's on page 425/

What's your problem, girl/I am showing her what we have to do/All right, let's turn to page 424/What page were your vocabulary words on/425/Let's talk about our natural resources for today/Why should some use the natural resources better and wiser than others/In comparisons, two countries have the same amount of resources, but one uses theirs better/What would be the difference/In the United States, we consider ourselves being a modernized country/Whereas some of those abroad are very backward/They still do things the old-fashioned way/So part of it would be ignorance/They just don't know any better/So as you start to read this unit, let's keep this in mind/Look at this picture here/There isn't anyone here that hasn't seen or crossed the Mississippi River several times/That's part

of the border of Arkansas/Okay, let's talk about the groups of resources/Read the first paragraph/April, natural resources are generally classified in three groups/One group is composed of unsettled or inexhaustible resources, the air is one of these/There are other natural resources which replace or rebuild themselves after they are used, if given enough time/Natural resources that replace themselves are renewable/A forest is a renewable natural resource/The trees may be cut down and the lumber used/If young trees are planted and time allows them to grow, the forest will be renewed/A third group of natural resources are composed of expendable or exhaustible resources/When such resources have been used, they are gone forever/Most of our minerals are exhaustible resources/For this reason, they should be used wisely not wastefully/Okay, so she has named three groups here/

What about the unfailing/Air is unfailing/What about the renewable/Forest/We have so many trees and things around here/They do replace themselves if they are nurtured and cared for/Once the expendable resources are used, they cannot replace themselves/It mentioned here minerals/In Arkansas, we have something that no other state has as far as minerals/Tell me what that is, Tim/Diamonds/We sure do/So we have three groups of resources here: the unfailing, the renewable, and the expendable/

You say we have a diamond mine in Arkansas/Yes, at Murfreesboro/Does anybody ever try to steal them/You can go

and dig for them/You pay and you just go there and dig your little heart out/Maybe you will find a diamond/Usually you read in the paper every spring or so where somebody found a big diamond/I think that's just to get everybody to go/But they have found diamonds/They also have diamonds in Johannesburg and South Africa/

We have classified these resources and we are going to take each one and talk about them/Okay, the forest is an unfailing or an inexhaustible resource/The air is another/Plants need sunshine to grow and people need sunshine to keep well/Since plants are used for food, sunshine is also used indirectly/Most of you have a garden/It takes the rain and sunshine for them to grow/

Sand and gravel are another kind of inexhaustible resource/These common materials from the Earth are present in large quantities around the world/They extract gravel from around places here and use on the highway/They can be used for road repair and concrete walks/When they are working on a road, they will come and dump piles of gravel/So it's plenty of gravel left in all parts of the world/

Clay is another natural resource that is used for making pottery/We have a place close to Camden that makes Camark pottery/It has been in existence a long time/They make vases, figurines, and a lot of things/How do you spell Camark/C-A-M-A-R-K/It took part of Camden's name/Look on the back of some of your vases/It takes clay to make a lot

of these things/

In old Mexico, they make clay pottery of all shapes/In my art class at Louisiana Tech, we had to fashion something out of clay/It is not as easy as it looks because you have to get the right consistency/Heather's mother works with ceramics/I would like to get started in it/I really don't know enough about it to tell you/

Okay, the water that falls in rainy regions is unfailing or inexhaustible/Water seems to replenish itself/Just like the Mississippi River so many branches run into it/It means you don't get rid of it/

Look at the picture here/It talks about the Mississippi Valley/There is farmland all up and down the Mississippi River on both sides/

Okay, let's go to renewable resources/We are getting into our forest/A forest is renewable/If we cut the trees and plant more, the land will renew itself/

All right, he goes on to talk about soil erosion/Have you seen places where the soil is just washed away/We have a place behind our house in the pasture/It is a big gully/Rich top soil is carried away by the rivers and strong winds/Why is the top soil called precious/What do we need the soil for/To farm/How do we find out if our soil is good/You can test it/You can test a soil sample probably at the County Extension Office/My son is taking a course in college now, and he has been doing soil testing/

In a region where the soil is reddish in color, the

water is a reddish in color/In a region where the soil is black, the river will be black or murkey/The river takes on the color of the soil it is carrying/What does that tell you about the Red River/The soil is red around it/

Chad, you can just check low or ship out/I don't care/I won't miss you when you are gone/So you can act your age/You are acting like a two year old/If you listen, Chad, you are liable to learn something whether you want to or not/

Okay, look at the last two or three sentences on that page/Have you ever been in the mountains or somewhere that the streams were real clear/What does that tell you/The water is not carrying a lot of soil with it/What do you see in the mountains/Rocks/Have you seen water run out of a rock/Yes/

Okay, let's turn the page here/Let's talk about wind erosion/We have talked about soil erosion/Soil erosion is caused by water/What about wind erosion/We really don't have a lot of strong wind because we have so many tall trees/In plain areas or where trees don't grow tall, the wind will take your head/Soil erosion or wind can ruin farmland/Soil can be renewed if given time/How does the soil renew itself/Decayed leaves/

Chris, I am telling you again/I will send you to the office/Don't do that/

Okay, soil erosion is a serious matter because it takes a long time to replace the soil/Only time can renew

the top soil/

Water is a renewable resource/Uh, if it accumulated below the surface of the earth, it fills in spaces underground/When wells are dugged, they reach down into water under the ground/In some areas, you don't have to dig deep to get water/In some areas, you have to dig deep/Whenever the water table drops, wells sometimes go dry/The water table is the top surface of the ground/People may use up the water in the ground faster than it accumulates/

Read silently on pages 428 and 429/What does it say about wild life/How is wild life protected/By the law/There is also a protective area for them to live/

Okay, the last part, what kind of trees are pictured here/Sequoia/Are they as big as they seem to us/Yes/They are huge/Where are these trees found/California/Okay, what is one way trees disappear/Trees disappear through cutting and using them/What would be another way for trees to disappear from the forest, Kevin/People cutting them down and don't replace them/Well, they could/What are other ways/Tornadoes, fire, lightening, insects/

The next session is talking about exhaustible resources/You don't have much time remaining/Let's go ahead and read down to 433/Read as much as you can/We can't read with you talking/

English
2/27/85

An objective is to identify and use the comparative and superlative forms of adjectives/pages 196 and 197/okay, Dwayne, read that for me/

We know that adjectives describe nouns or pronouns/Adjectives can also describe two or more nouns or pronouns/A comparative form of an adjective compares two things of equal/You also add er to an adjective to make a comparative form of an adjective/A superlative form of an adjective describes more than two things or people/You also add est to make a superlative form of an adjective/Positive, comparative and superlative are the three forms of adjectives/

How many forms of adjectives/Three/What are they/Positive, comparative, and superlative/A positive form of an adjective is like 'short'/Yes/What is positive/The words before you add er.

Let's look at 'good'/What is the comparative form of 'good'/'Better', because we compare it with something else/What is the superlative form/'Best'/You've heard that old saying, good, better, best and never let it rest/

Okay, All right, go over another one of those for me, Dwayne/'Cold'/Okay, let's take 'cold'/What is the comparative form of cold, W.C./You are comparing/The first form would be 'cold' and the second form would be comparative/Look on page 197 and see what comparative means

there/'Colder'/Comparative is where you are comparing the weather with what/The weather of one place with the weather of another place/Okay, All right, that's better/What would be the superlative/'Coldest.'

What is another/'Bad'/Let me call on somebody/What would be the comparative form, W.C./'Worse'/Okay, what word would be the superlative, Murray/'Worst'/How do you spell it/'W-O-R-S-T'/Have you heard people say 'worser'/I have heard them say 'baddest''worstest'/Okay, 'bad,' 'worse,' 'worst'/I have heard people say 'baddest'/Yes, that is another but it is wrong/

Okay, give me another/'Many'/Okay/Terry, give the comparative form of 'many'/Uh, Tim/The comparative form is more/Okay, what is the superlative form, Dwight/'Most'/Now, what have we had so far on these/What was the first word we had/'Good,'/What was the second word we had/'Cold'/what was the third/'Bad'/What was the fourth/'Many'/Okay, did we have another/No/Okay, can you think of another/'Fast'/I want the comparative form/'Faster'/Okay, now, I want the superlative form, Scott/'Fastest'/Okay, what was the word before one/'Many'/Okay, now we are going to do 'short'/Michael, give me 'short' in the comparative form/'Shorter'/The superlative/'Shortest'/Yes, okay, let's look at another one/'Sad'/What is the comparative form of sad/'Sadder'/Okay, what is the superlative form/'Saddest'/In the superlative, all you add is <u>est</u>/Yes, that's right/In the comparative, you add <u>er</u>/That's right/

Okay, what is the comparative form of 'slow'/'Slower'/Okay, what would be the superlative form, Kenneth/'Slowest'/Is this seven/You forgot 'mad'/What is the comparative form of 'mad'/'Madder'/What is the superlative form/'Maddest'/

Stop talking fellows/I want you to take these words and write sentences/You are going to take these words and make sentences using the positive, comparative, and superlative forms/That will be three sentences for each word/All right, get at it/Skip a line between each one of those sentences/I am talking about one sentence for 'fast', one for 'faster', and one for 'fastest.'

Yes, sir/May I get some water/Sure/

Look at your book and look how you used those forms/The objective form is the adjective itself/I always thought it was 'more sad' and 'more sadder' and 'more saddest'/Okay, do not use 'more' or 'most' for adjectives that already have er or est/Okay, here is a rule/If you already have er, don't add 'more' or 'most'/

If I had a dancing contest, I couldn't get you up, I don't guess/Now we are having English and you want to dance/You always want to do the opposite of what you are doing/

Okay, assignment for Friday will be a test/We will cover the definition of words/Tomorrow we will go over some fables and tales/We will probably have a language test next week/

Okay, you have seven or eight minutes/Do I have everybody's paper/Next year we will have seven periods/Seven periods/We will be getting out about 4:15/Sh! Sh! Stop talking and finish/I will be here Friday for the test/Okay, for Monday take page 202.

Math
3/1/85

Turn to page 187/Today, we are going to be reviewing for our unit test that we will have tomorrow/In this chapter, we were working with addition and subtraction of fractions and mixed numbers/So we need to go over a few to make sure that we do understand how to add and subtract the mixed numbers/We want to be sure to write our answers in the lowest terms/Now these first ones, the denominators are already the same/So we do not have to write equivalent fractions/What is the sum of number one, Carl/Nine-elevenths/All right, that will not simplify/Number two/What is the difference/Seven-ninths/That will not simplify/Number three/What is the difference, Ronnie?/Four-twelfths/That will simplify to one-third when we divide four into our denominator and numerator/Number four/What is the sum, Michael Kelly/One and one-fourth/All right, when we add we will get ten-eighths/That will be changed to a mixed number by dividing the bottom number into the top number/Then we get one and two-fourths/We can simplify this fraction to One and one-half/

On the next group, we are adding/Write your answers in the lowest terms/Two-thirds plus one-twelfths/What is your denominator, Sandra/Twelve/So this could be how many twelve's/Eight-twelfths plus one-twelfth equal nine-twelfths/What would we divide into each number to simplify/Three/What would you get/Three/Four/Okay, Two-thirds plus one-fifth/What is the common denominator, Tim/How many fifteens are in two-thirds/Ten/How many fifteen's are in one-fifth/Three/You add and you get how many fifteen's/Thirteen/Okay, One-sixth plus nine-tenths/What is the common denominator, Dwayne/Thirty/How many thirty's are in nine-tenths/Twenty-seven/Adding then we get thirty-two over thirty/We will change to a mixed number/What mixed number/One and two-thirtieths/We can simplify two-thirtieth's/so it will be one-fifteenths/

Next, we are having the addition with the mixed numbers/Do this one for me, Scott/ eight and ten-ninths/All right, the denominator was already nine so we did not have to find it/You add the whole number and add the fraction part/

Okay, Dianne, what is the common denominator for four and three-twelfths/So this would be five and how many twelve's/Eight/Adding then we would have six and eleven-twelfths/

Do this next one for me, Lisa/We already have a common denominator so we don't have to get an equivalent fraction/eight and two-fifths plus three and five-fifths

equal eleven and seven-fifths/Okay, now this will change/We will regroup our answers/How many times will five go into seven/One time/How much is left over/Two/All right, so that will be two-fifths/All right, add one to eleven/What will you have/Twelve/Then you have two-fifths/So it would be eleven and two-fifths/

Anybody have a question/Then we will have subtraction with fractions and mixed numbers/Okay, Chris, what is a common denominator for fifteen and three/Three/What is the common denominator for two and ten, Michael/Two/So I have how many ten's/Five/If you subtract two-tenths from five-tenths, you will get three-tenths/If you divide each number by two, you will get one-fifth/

This one already has a common denominator/Marcus, what is the difference/Three and two-fifths/What is the common denominator for ten and five/Twenty/How many twenty's are in three-fourths/Fifteen/How many twenty's are in two-fifths/Eight/

Sometimes when we are subtracting, we have to regroup/We can't subtract seven-eighths from fifteen/What are we going to do, Heather/Change the fifteen/Fourteen and eight-eighths minus seven and seven-eighths equal seven and one-eighths/Okay, when you can't subtract, we take one of the whole numbers. Be sure you make the whole number part one less/On your practice sheets, I noticed that some of you were not doing this/What you are doing is taking one from fifteen to rename eight-eighths/

Before we can do anything with this one, we need to have common denominators/All right, April/Nine/Now the denominators are the same, but I can't subtract three-ninths from two-ninths/Rename seven/Nine-ninths plus two-ninths equal eleven-ninths/After she got the common denominator, she could not subtract three from two/So she borrowed one whole number from seven and that left six/That whole number has nine- ninths in it/She already had two-ninths, so nine plus two equal eleven-ninths/Then she could subtract five and three-ninths from six and eleven-ninths/

This is the last one/Wood for a picture frame costs thirty-nine cents per foot/What would be the cost for a rectangular picture frame thirty-two by thirty-eight inches/Before I can find the cost, I need to know how much wood is needed to make this frame/I need to find the distance around it/What do we call the distance around it/Perimeter/So, first of all, we've got to find the perimeter/To find the perimeter we have to add all four sides together/So that will be thirty-eight plus twenty-two plus thirty-eight plus twenty-two equal one hundred twenty inches/I know the cost per foot so what will I need to do/All right, twelve inches equal one foot/ I need to know how many twelve's I have here/Twelve will go into twelve one time and twelve will go into zero one time/So I will need one foot of wood/What will it cost per foot, Keven/Thirty-nine cents/How will I write thirty-nine cents in decimal form/.39/Thirty-nine cents is thirty-nine one

hundredths of a dollar/All right, I will have to add two decimal points to multiply .30 times ten feet/So it will cost $3.90 to buy the wood to make the picture frame/Any questions/For the remainder of the period go over on page 186/we have some similar problems in the Unit review/For the first part, you are to solve the problem and match the answers a, b, c, or d/Five through nineteen you will add or subtract and write your answers in lowest terms/You will have to be careful because the addition and subtraction are mixed up/Be careful and look at your signs/Do the review exercises on page 187/

Science
3/4/85

What about slugs/Slugs can be very bad/They eat up flowers/They eat just about anything like plant life/They crawl on the sidewalk/When we had our last class meeting in Alabama, one of the fellows invited us to his house and they were on his patio/They don't bother you/They look like snails without a shell/

Okay, I think we had 5:2/I want you to take out your activities that we did yesterday to see what your results came out to be/I didn't record anything/You had a leaf in the cabinet and one in the light/Let's see the starved leaf and the one that was in the light/How could you tell the difference in the two leaves/What did I do to tell them apart/The starved leaf had a stem/This one/No stem/All right, so we could tell them apart/We treated them both the

same way; boiled them in water for two minutes, put them in alcohol bath, rinsed them off with cool water, put them on a piece of paper towel and dried them off, put them on a piece of white paper, put iodine on them, passed one to each child, and let you look/Now, what was your color results on the starved leaf/What is your color result/You wrote something down/What did you put down/Brownish green/All right, did you put light, dark, or just that/Remember I said make sure you make a difference between the two/What did you have for the one with no stem/Yellowish green/She is the only one talking/Did everybody get the same answers/What did you get, Angela/Greenish black/Greenish black, any other/Which was the darker of the two/The one in the light/This one here/All right, which one shows a darker reaction, the bottom or the top one/The bottom/She said bottom/Anybody else/You say top/Why did you say top/Because it's been starved/Okay, now let me tell you/All I want to know which was the darker, the starved one or the one in the light/How many, say starved/Five/All right, let's see how many say the one in the light/One, two, three, four, five, six/How many didn't know which one/All right, we will say five/Let me tell you, this reaction was to find out about the one making food the most/In order to make food for a plant, you have to have water and carbon dioxide in the presence of sunlight/Then you get your glucose plus the oxygen/

Once the glucose is made some of it is stored in

starch/We reacted the starch with iodine and we got a color change/Which one of these should have been the darkest/The one in the light/The one that was in the light because it could do what/Make food/It could make food/If it could make food, it could change the food into starch/Then the iodine would react and show color change/Okay, now remember your color change/I noticed the difference/I didn't try to influence anybody/That's why I didn't ask any questions about it at the end/Everybody's visual perception is not alike/To me, this one showed less starch production/It had been starved in the cabinet and had not received any light/This one had been outside the cabinet, on top of the cabinet in sunlight, so it could make food/If it could make food, it stored some of the starch/When you get the iodine on it, this one is really dark/Your color reaction was a kind of blue green, blue black, or bluish black/This one had the most starched produced because it had been placed in the sunlight/Okay, I think we finished 5:2/You should be ready with 5:3/

What are the two little plants over there/The two little plants over there, we shall see/We are going to use them/Photosynthesis is the process by which plants make food/It is a complete series of chemical changes/It is the process by which carbon dioxide plus water are combined in the presence of chlorophyll and light to form sugar (glucose)/The sugar may later be changed to starch/The only things that they need to miss are the last/If they do not

have sugar may be changed to starch, that's fine/They do need the other two sentences/If they do not have both of these sentences, they get one half/Now, I read two sentences/I said photosynthesis is a process by which plants make food/It is a complex series of chemical changes/Carbon dioxide and water are combined in the presence of chlorophyll and light to form sugar (glucose)/Does everybody have both of these sentences/The process by which plants make food/Okay, who else has just the short sentence/That person will get one-third/If a person has only the long sentence, they get two-third/If you got both of those sentences, just one check/All right/

Number two asked for the equation of photosynthesis/$6CO^2$ + $6H^2O$ yields in the presence of light and chlorophyll $C6H_{12}0_6$ + 60^2/The equation is listed on page 181/What if they don't have light and chlorophyll/If they don't have light and chlorophyll above and below the arrow, it's four-fifths/

Why is more energy in a glucose molecule than in carbon dioxide and water/Added energy comes from the sunlight/Light energy is converted into chemical energy/During photosynthesis light energy is converted into chemical energy which is stored in the chemical bonds of the glucose molecule/Why is photosynthesis important to animals/Without photosynthesis and green plants, there would be no oxygen in the atmosphere/Without oxygen, people and animals could not live on Earth/If they only have one

of these sentences, it is one-half/What is the source of oxygen in photosynthesis/H^2O or water/If they have anything else, it is wrong/

Compare photosynthesis and respiration/Photosynthesis is the reverse of respiration/In photosynthesis, carbon dioxide and water combine to form glucose and oxygen/Energy is stored in the bonds of glucose/In respiration the opposite occurs/The glucose combines to form carbon dioxide and water/Respiration releases the glucose for use by the cells/

Photosynthesis occurs in cells which contains chlorophyll/It occurs in most plants and some protists/However, rspiration occurs in all cells of plants and animals/Both photosynthesis and respiration occur in plants/What if they gave everything you said except the first sentence/If they gave everything I said except the first sentence, that is fine/

Why doesn't the amount of carbon dioxide decrease if plants are always moved during photosynthesis/It doesn't decrease because plants and animals release carbon dioxide during respiration/The burning of fuel containing carbon, coal or natural gas returns carbon dioxide to the atmosphere/Two sentences please/That's all/When you finish that up, give it to me/

Science
3/6/85

Joseph Priestly is accredited with discovering the gas

(oxygen)/We noticed in the activity that he used a mouse, a plant, and a burning candle/In order for any animal to survive and burning to take place, we must have this gas from the air/What is this gas/Oxygen/Animals use oxygen and plants use carbon dioxide for energy/

Okay, Priestly put a mouse and a lighted candle in a sealed container/The candle went out and the animal died/So he said that there was something in the air/He burned a candle in this container and put it out/After the candle went out, he put a candle in there and lit the candle again/The candle was able to burn/In the picture, it shows the burning candle and the candle in the sealed container that has gone out/He put a mint plant in the container/Something peculiar happened/He found out that plants give off oxygen and that the burning candle and animals use that oxygen/

Cheryl, just read the statement that the amount of oxygen is produced in a way to measure the rate of photosynthesis/Can anybody give me the meaning of rate/When you think of rate, it is how fast something is produced/

All right, the rate of photosynthesis is greater on a sunny day than on a cloudy day/Why does this happen/More oxygen is produced by a plant on a sunny day that on a cloudy day/Why is more produced on a sunny day/What is out that day/Sunshine/The rate of photosynthesis is greater because light triggers the chloroplasts/If it is cloudy, there is no sunshine to act on it/

In the next section, it says that the best temperatures for photosynthesis are between thirty and thirty-eight degrees centigrade/Let me give you the fahrenheit numbers/Thirty degrees centigrade is about eighty-six degrees fahrenheit/Thirty-eight degrees centigrade is about one hundred degrees fahrenheit/

The next section says that in forty-six and fifty-seven degrees centigrade, photosynthesis is decreased/Forty-six degrees is equivalent to one hundred and twenty-six degrees fahrenheit and fifty-seven degrees is equivalent to one hundred and thirty-eight degrees fahrenheit/What will happen to a plant in this temperature/It will die/If the cells die the plant is gone/

Where would it get this hot/In the desert/If you will notice leaves in some other areas of the countries, they are real fleshy like the cactus/These plants trap water/There are certain kinds of cactus you can cut open and get water/These kinds of plants survive in desert areas/

On a sunny day, the rate of photosynthesis increases because we get more oxygen/Today if we see the sun, we might get a little photosynthesis going/On cloudy days, the photosynthesis rate is very low/

Here are some things that affect the rate of photosynthesis/

Temperature is one of the things/How could you support the fact that temperature affects photosynthesis/If the

temperature is not right, photosynthesis will decrease/

All right, light intensity/If you got a dim light or bright light, which one would be better for photosynthesis/Bright light/A bright light would increase the rate of photosynthesis/

What two things do we have on the arrow/Light and chlorophyll/

So here is concentration of carbon dioxide/Suppose there is just a little bit of carbon dioxide/Will photosynthesis be high or low/Low/Carbon dioxide is one of the main ingredients/Suppose the amount of carbon dioxide is high/What about the rate of photosynthesis/It increases/If there is a decrease in carbon dioxide, photosynthesis slows down/

Next is water/If you have a low concentration of water, what will happen to the rate of photosynthesis/It decreases/It would decrease, right/Anytime carbon dioxide and water are low, the rate of photosynthesis will be low/

Social Studies
3/11/85

Please pass your papers to the front/All right, quiet/You may choose to talk, but if you choose to talk that means you will owe me one hundred sentences, Monday/

Now we are going to have a test in a couple of minutes/Your test is going to be oral/I have a couple of things to write on the board/

Marcus, you come up here, and Darren you go back

there/Go all the way to the back so that you can't see Kenneth between that screen/All right, will you please shut your book and get out two sheets of paper/I am going to write a few words on the board/Close your book and go ahead and number from one to eighteen on your papers/Do not put the numbers/go ahead and write the answers/The only reason I put numbers down so it would be easy for you to keep up with/

1. An insect that infect people with a sleeping sickness/

2. A valuable hardwood that is reddish brown or yellow/

3. A practice used when the soil is worn out/

4. A reddish color of wood, streaked with black, and valuable for fine furniture/

5. The hard white substance from which elephant tusks are made/

6. A grassland region containing scattered trees and scrubby bushes/

7. A hard heavy wood that is very dark but black in color/

8. In South Africa, open grassy country of which grows a few scattered scrubs and bushes/

9. A system of separating the races in the republic of South Africa/

10. Money or aid given students to help them continue their education/

11. A language based on Dutch, and spoken in South Africa/

12. Precious stones found in gravel along river beds/

13. A union formed by two or more countries in which each keep the management of its own affairs/

14. He was an American explorer of Africa/

Erase number fourteen/Okay, go ahead and keep that one/

15. He found Livingston in the jungle/

16. He dreamed of a railroad across Africa/

17. He sailed around the southern tip of Africa/

18. He was a doctor and explorer in Africa/

Now, I will give another minute on that/Anybody need any referrals/

19. There are three deserts in Africa/Name one of the three main deserts in Africa/

20. There are about four or five major rivers that we talked about in Africa/Name me any two of them/

21. There are about three main reasons it took so long for the interior of Africa to be explored/Name me one of them/

22. When the Europeans first started coming to Africa, they wanted three main natural resources/Name me two of the natural resources/

23. Between the year 1600 and 1800, there was a large market in the new world/What could be attained from the African continent/

24. Name one group that helped to explore the interior of Africa/

25. What is the second largest continent in the world/

26. Africa is the homeland of what people/

27. What is unusual about the people of Africa/ Number twenty-eight is a true or false question/

28. Most people in Africa live in cities/

29. There is a famous crop grown in the southern part of the United States/The crop originated in the Sudan of Africa/What is this crop or plant called/

30. What was the name of the country that was Britain's largest colony in Africa/

31. What was unusual about the people who sailed in Liberia/Who were they/

32. What was another name for Ghana/For years, it was called by another name/

33. What is the second largest lake in the world/

34. Johannesburg has some of the world's richest fields/What are they/It's not a plant/

35. Where is the world's largest animal reserve/

36. Liberia is under the protection of what country/

37. The people of Ethiopia are of what religion/

38. What is the largest desert in the world/

39. What has caused the major problem in Ethiopia/

40. What continent have we been studying/Now, if you need any questions repeated 19 through 40/Please raise your

hand/

I am repeating once/

31. What is unusual about the people who sailed in Liberia/

34. Johannesburg has some of the world's richest fields/What are they/

35. Where is the world's largest animal reserve/

29. There is a famous crop grown in the southern part of the United States/The crop originated in the Sudan of Africa/What is the crop or plant called/

30. What was the name of the country that was Britain's largest colony/

All right, be sure that your name is on your paper/Anything that has a blank put a line through it/If I walk by and see a blank without a line through it, I am going to mark one off your paper/All right, you ready/The first part seemed to be a little easy/The second part got painful/All right/

1. tsetse fly
2. mahogany
3. cultivation shifting
4. rosewood
5. ivory
6. savanna
7. ebony
8. veld
9. apartheid

10. scholarship

11. Afrikanas

12. federation

13. alluvial diamonds

14. Theodore Roosevelt

15. Stanley Livingston

16. Cecil Rhodes

17. Vasca de Gama

18. David Livingston

19. Sahara or Liberia

20. Nile, Congo, Orange, Niger

Please do not talk/The only people that I want to talk will hold up their hand and I will call on them/

21. sea coast lines, water falls, rivers, and deserts/Could you put dry/You could have put desert/It would have been all right/More than half of the country was desert

22. Gold, ivory, or rubber

23. Between 1600 and 1800, there was a large market for slaves

Anybody who chooses to talk, chooses to lose points of their papers/All right

24. Missionaries, National Refugee Society, explorers and hunters

25. Africa is the second largest continent in the world

26. Africa is the homeland of the Black people

27. It has to be something about tallest or shortest people in Africa

Number twenty-eight is a false or true question/Most people live in the cities/This is a false question/

29. Watermelon

30. Nigeria

31. American slaves

32. Gold coast

What if they have gold/No/It has to be Gold Coast/

33. Lake Victoria

34. Johannesburg has the world's biggest gold field

35. Kruger National Park

36. Liberia

37. The people of Ethiopia are Christians

38. The Sahara is the largest desert in the world

39. The large population

What about starvation/Starvation is fine/

40. Africa

Please do not talk/Hold on to the papers/All right, this test is worth forty points/would you please at the top of the page subtract how many they missed from forty/Pass the papers up to the front/Will you please be quiet until the bell rings/Anybody who does not be quiet will have to make questions for the next chapter/I hear somebody talking already/Let me have the papers/Is that all the test papers/

Math
3/20/85

Today we are going to look at a way we can simplify before we multiply, and I think that we will find that it is easier than multiplying and then simplifying/A fractional answer is usually expressed in lowest terms/To do this, it is often necessary to divide the numerator and denominator, the product by the common factor before multiplying/Now look at the example that he shows out to the right/First we multiply one-fourth and two-thirds to get two-twelfths/Then you divide the numerator and denominator by two and you get one-sixth/But we could have divided the two factor before we multiplied/We could have divided two into four then multiply, and you would have had your lowest term--one-sixth/In the exercises, complete that first statement one-fourth times four-fifths is equal to what, Victoria/One-fifth/Notice that the four factor was divided out before you multiplied/five-sixths times one-fifth/Darren/One-sixth/Three-fourths times four-ninths/Angela Copeland/One-third/five-sixths times two-fifteenths/Tim/Just multiply those top numbers together and those bottom numbers/The five and two have been marked out and something has been written above it/What's the product going to be/One and one-ninth/All right, number five, Dianna/How did you get that/What symbol is that between those three/Nine-twelfths /Number six, Lisa/Five-sixths times two-fifteenths/We are going to divide a common factor

into a numerator and denominator/What can you divide into those/Five and fifteen/All right/Five into five equal one and five into fifteen equal three/Now what can you divide into those/Six and two/Two divided into two equal one and two divided into six equal three/Then our product is one-ninths/Now look at nine-sixteenths times two-fifteenths/Okay, Marie, what can you divide into nine and fifteen/Three/What can you divide into both of these/Two/Your answers will always simplify when you do this because what you are doing, you are dividing out the common factor before you ever multiply/If we had just said nine-sixteenths times two-fifteenths, the way we did it yesterday, eighteen over two-hundred and forty/Then we would have had to simplify this/What would you divide into both of them/Six/Okay, and you will get three over forty/I'm not going to accept them if they aren't in lowest terms. You need to get used to simplifying them/Ten over twenty-one times seven over eight/All right, Sandra, what can I divide into ten and eight/Two/What can I divide into seven and twenty-one/Seven/Felisia, did you see anything that you can divide in a numerator and denominator/Sometimes you can't divide into both denominator and numerator/Sometimes you can't even divide a common factor, but always look to see if there is anything that you can divide into numerator and denominator before you ever start to multiplying/Hey, do this one, Angela French, what can you divide into four and eight/Answer my

question/What can you divide into four and eight/If you divide by one, you would still have four and eight/Two/You could divide by two, but there's something larger that you can divide into both of them/Four/How many times will four go into four/One/How many times will four go into eight/Two/What can you divide into both three and twelve/Three/All right, so you can divide three into each of these/

Let's see, Kenneth, what can we divide into each of these/one and eight/You are not answering my question/You are giving me those numbers we are going to write above them/What can you divide into three and twenty-four/Three/Three will go into three/One/Three will go into twenty-four/Eight/Okay, what can I divide into both five and fifteen/Three/Three won't go into five/So you are dividing five into each number/Five will go into five/One/Five will go into fifteen/Three/One times three equal three and one times eight equal eighty-one/

Usually, not every time, one number is the common factor/It's going to be either your numerator or denominator that you are using for a common factor, but it's not always/Let's see this one/The common factor was not either/

Let's look at one or two others/W. C., do this one for me/Seven/Okay, divide seven into each of these/One/Three/Anything else I can divide/No/So we multiply/Don't you find this easier/Your arithmetic is

simple/You are multiplying the larger numbers together/You can do this division mentally/Then you can multiply mentally/Write it down to the side and do the multiplication/After you did all that multiplying and dividing yesterday, you can appreciate this today/Is that right/Yes/This is much easier to find a common factor of smaller numbers than larger numbers/

Okay, Chad, do we have a common factor in a numerator and a denominator/What/There is a common factor here/What is it/Two divided by two equal one and two divided by six equal three/

Does anyone else have a question about multiplying the fractions and simplifying before you multiply/You can only divide a common factor into a numerator and a denominator/You can't divide a common factor into two numerators or two denominators/It always has to be a numerator and a denominator/They could be one over the other as these were a while ago/I could have divided these two out if I had seen it before we said two-fourths/If you miss a common factor, you can place it in the product/Go ahead and divide it out that's all right/Any questions/

APPENDIX D

SAMPLE FIELD NOTES

SAMPLE FIELD NOTES

These field notes represent samples of the data collected for this study. The field notes are transcribed and documented as the events occurred.

2/25/85

Notes from students' talks before the bell rang in the morning and at noon.

--Students share carving and drawing experiences

--Some students miss elementary school

--Student says school is all right

--A student will be glad when Friday comes

--Information about computer science

--A few students are bored

Science class:

The roll is checked

Lab work

--planting bean seeds

Students:

Prepared to plant bean seeds in small milk carton.

Teacher:

Instructed students to read everything before beginning the project.Students:

Talked with each other while working and a few played with each other.

Placement of cartons for germination and growth

--Two in cabinets/dark

--Two in window sills/light

Geranium plant for twenty-four hours

--Leaves put in darkness

--Leaves put in daylight

Teacher: Thursday we will proceed with the experiment.

Students: Read under chlorophyll-Section 5:2. Students look in the textbook at a plant.

Teacher: The plants are immature, small, and absence of chlorophyll.

Teacher: What is chlorophyll?

Student: Green compound found in plants.

Teacher: Other compounds that are not green are called pigments.

Teacher: A plant produces sugar. Where is the glucose made?

Teacher: In the leaves.

Teacher reads instructions for the experiment.

--Set up alcohol burner.

--Boil leaves in alcohol.

--Boil until leaves turn white.

--Dry leaves on paper towel.

--Cover with iodine.

--Observe the change in color.

Teacher: Why must chlorophyll be removed from a leaf before it's tested?

Teacher: To see the stem reaction.

Teacher: Starch + iodine = Blue - Black

Teacher: What result would you expect if the leaves were

tested for starch?

No student response.

Teacher: Do you think this is a green plant?

Student: No.

Teacher: Just because a plant is red, it doesn't mean that it's not green.

Teacher: If you bleach out the chlorophyll you can test for starch.

Announcements are made on the intercom. Students chat about the ball game.

Teacher asked a student to read.

Student: Reads.

Discussion on spinach and ways to fix it.

Teacher: Why do we use iodine?

Students: To put into your eyes.

Teacher: No you do not put iodine into your eyes. It is for cut and sores.

Teacher: We will be using tincture of iodine to test for starch.

English

Teacher:

Checks the roll

--A study of Adjectives

--Textbook, Page 194

Teacher: Asked students to read

Students: Read sentences and indicate adjectives and

nouns.

1. Many reporters fell in the sweet molasses.

2. The explosion caused a terrible sight.

3. Many people saw the awful mess.

4. The sad citizens smelled the sweet molasses for months.

5. The Bostonian story of molasses was a tragedy story.

A study of comparative and superlative adjectives.

--Students tell correct forms of adjective.

1. Rhode Island is smaller than Delaware.

2. California has more people than Nevada.

3. The building is taller than the one in New York.

4. The tiger snake has the worst poison of all snakes.

5. The Mississippi River is the longest river in the United States.

6. It is longer than the Colorado River.

Teacher: You will select a picture from a box and use it to write a story. You may select two pictures or trade with other students.

Students: Select pictures for their story, talk with each other and trade pictures.

Students: Select a title for their story.

Students: Write their story

Students: Share

Students: Express enthusiasm as they talk and look at the

pictures.

Bell rang.

--Students go to lunch

Physical Education - Girls

--warm-up exercises

--Teacher tells students about their mistakes (they did terrible)

--Teacher checks for track participants

--Teacher makes announcements

--Students play badminton

Losers were replaced by other students sitting in the bleachers.

They discussed the games.

--One time only seventh grade students played badminton.

--The game ended with seventh, eighth, and ninth grade students.

Students do not show an interest in the activities.

--Bell rang

--Lunch time

Students:

--Hurried to lunch room.

--Ate mostly with seventh grade students.

When students finished eating

--Lounge on benches.

--Sat in swings.

--Talked in gym portal.

--Played basketball.

Math

--Difficult to get settled down in class.

Multiplying mixed fractions and whole numbers.

Teacher: Checks roll.

Teacher: Class, we are not getting anywhere.

Teacher: You do know how to change a mixed number into a fraction.

Teacher: Writes: 1 4/5 x 2 2/9

Student: 9/5 x 20/9 = 4/1 = 4

Teacher: Are there any questions? Teacher and students demonstrate other problems.

Teacher: Asked again are there any questions?

Student: 2 1/3 x 1 1/2 = 7/3 x 3/2 = 7/2 or 3 1/2

Students instructed for disruptive behavior.

Students behavior

--Some students never gave attention to class work

--A student clowns

--Excess coughing

--Student makes faces

--Grunts

Teacher:

Helped students with problems

Ditto sheets were passed to each student for skill practice.

Social Studies

--A student punished behind screen.

Students get settled down in the room.

Teacher: Checks the roll.

Discussion - Africa

Teacher: What country are we fixing to start talking about?

Student: Africa

Teacher: What do we already know?

Teacher: No good places to land ships, no good harbors, deserts, wild animals, giraffes, elephants.

Teacher: Where do you see most of these animals?

Students: Zoo

Teacher: What do you know about North Africa?

Students: Sahara desert

Teacher: Who were the people that controlled a part of North Africa?

Students: Moslems

Teacher: Until a hundred years ago, we didn't know much about Africa. Why?

Student: Jungle and mountain areas.

Teacher: Describe a jungle area.

Student: Wild animals, swamps, and insects.

Teacher: Why couldn't you get a boat and go down the river?

Student: Waterfalls stopped them.Teacher and students - examine pictures in textbook.

Teacher: What did the Moslems think their duty was?

Student: To teach religion.

Teacher: How did they get rubber for Africa?

Student: From the natives

Student: Get sap out of a tree and sell.

Teacher: Where did ivory come from?

Student: An elephant's tusk.

--Students talk

Teacher: If you choose to talk, you will write sentences.

Teacher: Where else did slave trade go on?

Students: West Indies

Teacher: What kind of climate did they have in the West Indies?

Students: Hot

Teacher: Who were the first group of people to move into the interior of Africa?

Students: Arab (wrong answer)

Student: Christian missionaries

Teacher: Give me another group of people.

Students: Stanley

--More information on tapes.

Teacher: Your progress reports will go out tomorrow. You need to pull those grades up.

Teacher: Pick out five questions that will make good test questions.

--Bell rings

--Students hurry out of room

Observational Notes

2/27/85

Researcher:

Watching the students get off the bus, students walk on sidewalks in pairs and groups, talk, and laugh. A few students use the library and go to the receptionist's office before their classes begin. The researcher talks with a student interested in dramatics. Student likes to participate as an actor and asks, "How long will you be with us Mrs. X?" The researcher says, "I don't know." Student, "I will miss you."

Science Class: An all girls' class

Experiment--Foodmaking process and photosynthesis.

A mimeographed sheet is given to each student about the foodmaking process.

Teacher:

--Demonstrates

--Gives geranium leaves an alcohol bath.

Students:

--Why are the leaves reddish colors?

Teacher:

No idea. The lady at the nursery said they were all like that. As the substance boils, the teacher questions about the appearance of the substance.

Students:

Looks like you are boiling greens.

A few students assist with storing test tubes and beakers while the geranium leaves whiten in the alcohol bath.

Teacher:

--Dips iodine solution on leaves.

Students:

--Observe experiment to note any change in the leaves' color.

--Talk to each other about the change of color.

Teacher:

--Discusses observations

--Reviews concepts about experiment

--Reviews reasons for color changes

Students most interested in color changes

--Final conclusion about leaves' color: blue-black

Student:

Is sunlight an element?

Teacher:

No, sunlight is energy. A discussion of elements is needed to learn to make glucose, hydrogen, oxygen, and carbon. The teacher asks a student to write formulae on the board: $C_6H_{12}O_6$. The room is noisy. Teacher calls for order. A few minutes before the bell, a student whispers to another student. Another student says, "Girl, what you hit me for? I am going to tell my mama."

Student A: Mama had had a bunch of shirts; she cut the straps off. She bought some more.

Student B: Get your John Hancocks off my books.

Another student writes names on the board.

Teacher: Don't leave names on the board. Erase the board; erase everything.

Student: You want a nice clean board.

Teacher: Shh...Shh...

Student: Pops fingers.

The bell rings.

Students chat with peers in front of the science building and the north end of the main building.

Researcher: Talks with a student who is interested in computer science. Observes that students are hurrying to English class.

English: An all boys' class

Teacher:

--Waits a few minutes until all students get into the room.

--Writes the forms of adjectives on the board.

--Asks a student to read

Students:

Positive, Comparative, Superlative...

Teacher/Students:

--Discuss the forms of adjectives

--Make sentences using the forms of adjectives

--Student requests assistance.

--Student exchanges ideas with three other students using examples of adjectives.

Student: I am shorter than Fred.

Student: Tom is slow.

Student: I am faster.

The assignment for the next day: A study of fables.

Teacher/Students:

--Talk with each other informally.

The bell rings. The researcher follows the students to science class. Some students want to know how long I will be visiting them. They have observed that I am doing a lot of writing.

Science: An all boys' class

Students talk as they find their seats.

Teacher: I will designate certain people to see about the plants.

Student: Interrupts and looks into the microscope and says: "So, when do we get out of here?"

Teacher: We get 'out' at 11:20 for lunch.

Interruption to pick up absentee slips.

Teacher: Asks the student to catch fish that have swum out of a pond or a stream of water and comments the following: Plant cells are different. Do you remember the difference in a plant and animal cells?

Student: Plants have cell walls and contain chlorophyll.

Teacher: What is chlorophyll?

Student: Green pigment.

Teacher: Why do plants have to have chlorophyll?

Student: To make food.

Teacher: What does the plant make?

Student: Sugar

Teacher: What is another word for sugar?

Student: Glucose

Teacher: Where are carbohydrates stored in plants?

Students: Stem.

Student: Roots.

Teacher asks a student to read from the text. The intercom announcement: a change of bus schedule and faculty meeting. Students throw paper and get noisy.

Teacher: Shh-Shh-Shh. You have a hard time staying on course. Let's remember that some of you need to do better on the tests. I am not going to give up on the printed test. Review materials for the test.

Student: When are we going to have the test?

Teacher: We will have a nine week test.

Teacher: How many planets have O_2?

Student: Earth.

Teacher: I think the astrologers have discovered another planet.

Student: The name of the planet is Arizona.

Teacher: I did not know that.

The student reads a passage concerning Joseph Priestly. The review continues.

Teacher: Get a piece of paper for a quiz. We will have a test Friday.

Student writes on fingers.

Quiz questions:

1. When does photosynthesis occur?
2. What is the food factory of the
3. What is glucose?
4. What is the power by which plants make food.?

Students get noisy. Teacher says, "Sh, Sh--" It is time for lunch; students rush out.

Lunch Period

The students eat hurriedly and talk with their peers. After lunch, students spend time playing basketball, sitting in swings, standing in the portal of the gym, and talking. The researcher mingles with the students near the gym. They express happiness about being temporarily out of classes. Students also like school a little and state that they need to go to school to get a good job.

Math Class

Students settle down in their seats.

Teacher:

(Checks roll and begins discussion). When multiplying a fraction times a whole number, writes a whole number over 1. Demonstrates: 5/6/ x 48/1 = 40/1 = 40

and asks a student to do this problem: 2/7 x 12.

Student:

Writes: 2/7 x 12/1 = 24/7 = 33/7

Teacher:

Do this one: 8/9 x 10/1 = 80/9 = 8 8/9

The demonstration continues with five other students using fractions and whole numbers and mixed fractions.

Teacher: When we have mixed fractions, we multiply the denominator times the whole number to put it in fraction form. (The demonstration continues for about fifteen minutes).

Student: Asks a question regarding simplifying the answer.

Teacher: If you simplify the answer, that will be fine. Any other questions? The students receive seat work.

The bulletin board caption: HERE IS MY PAPER. Students' math papers are posted upon the bulletin board.

Students show a lack of concern about their work.

Things students did after they finish their work: swinging feet, reading magazines or fiction books, chatting with peers, giggling, fixing shoe laces, passing snack-foods, tapping pencils or fingers on desks, wadding papers, staring at peers, making frequent trips to trash containers, passing notes, and throwing papers. Teacher passes out work to students. End of class. Time for study hall. Students hurry from room.

Study Hall

Five to ten minutes pass before students settle

down. A student write "1990" on the chalkboard. When the student is asked about the number, the reply is that this is the year for graduation.

Interviews occur with three students. It is time for social studies. Students crowd the hall.

Social Studies

Students still behind the screen for punishment. Teacher checks the roll. A good attendance report. Teacher assigns topics to students from textbooks, asks students to read the paragraphs, and skim through and tell two or three important things.

Student: Can we make notes?

Teacher: Yes, but you can't use your notes.

Students act disruptive.

Teacher: If you choose to still act up, you may choose to get detention for three days (the teacher reminds students to make notes important for test questions as a review and calls on a student to tell about Nigeria.)

Student: (A student goes to the front of the room and uses the map).

Nigeria, once the largest colony in Africa.

Teacher: What are some of the products?

Student: Shakes head.

Teacher: Go to your seat and read again.

Students talk about Nigeria, named for the Niger River. Religion - Moslem in the North and Christianity in the

South.

Teacher: What kinds of minerals are in this area?

Student: (no answer)

Teacher: Diamonds

Student: Talks about Ghana - three minerals: gold, diamonds, and manganese. The world's chief producer of cocoa. The topic goes to the Sudan. 1900-1950 ruled by Great Britain, tropical desert, and one million people.

Teacher: What river runs through Sudan?

Student: The Nile

Discussion shifts to Ethiopia.

Students: Ethiopia, mountainous, 30 million people. Mostly Christian. Discussion about countries for about 25 minutes.

Teacher: What do you know about Africa that's not in your textbooks?

Students: Drought and starvation.

Students begin staring at each other, coughing and giggling. Teacher reads questions for a quiz. Students write answers on paper.

Questions:

1. What is named after the Niger River?
2. What people settled in Liberia?
3. What is the capital of Liberia?
4. What U.S. president was named after Morovia?
5. What is the major religion in Ethiopia?
6. How do most of the people in Kenya and Uganda make

a living?

Students pass in papers and are noisy, giggling, coughing and talking.

End.

APPENDIX E

CORRESPONDENCE

Mrs. Irene Harris
Rt. 5, Box 192
Magnolia, AR 71753

Mr. Thomas Jones
Superintendent of Centerville Schools
P. O. Box 129
Emerson, AR 71740

Dear Mr. Jones,

I am a graduate student of Oklahoma State University, Stillwater, Oklahoma. Presently, I am working on a dissertation which is a partial requirement to complete a degree in Curriculum and Instruction.

Seventh grade students have been selected for this research project. Students' interviews and observations of students in school settings will be used to gather the data for this project. The study is related to students' beliefs about themselves, their school subjects, interactions, and behaviors with peers and teachers. I appreciate your assistance in providing an opportunity for the interviews and observations to be conducted in your school.

The study will not interfere with the students'school program. The information will be kept anonymous and in strict confidence.

Thank you in advance for your cooperation.

Sincerely,

Irene R. Harris

Mrs. Irene Harris
Route 5, Box 192
Magnolia, AR 71753

Mrs. Barbara Terry
Principal of Centerville School
Magnolia, AR 71753

Dear Mrs. Terry:

I am a graduate student of Oklahoma State University, Stillwater, Oklahoma. Presently, I am working on a dissertation which is a partial requirement to complete a degree in Curriculum and Instruction.

Seventh grade students have been selected for this research project. Students' interviews and observations of students in school settings will be used to gather the data for this project. The study is related to students' beliefs about themselves, their school subjects, interactions, and behaviors with peers and teachers. I appreciate your assistance in providing an opportunity for the interviews and observations to be conducted in your school.

The study will not interfere with the students' school program. The information will be kept anonymous and in strict confidence.

Thank you in advance for your cooperation.

Sincerely,

Irene R. Harris

VITA

Irene Rowe Harris

Candidate for the Degree of

Doctor of Education

Thesis: STUDENTS' ATTITUDES AND INTERACTIONS IN A SEVENTH-GRADE SCHOOL SETTING: AN INTERPRETIVE ANALYSIS OF THE CONTEXT OF SCHOOLING

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Magnolia, Arkansas, the daughter of Mr. and Mrs. Will Rowe.

Education: Graduated from Magnolia High School, Magnolia, Arkansas, in May, 1942; received Bachelor of Science degree in Elementary Education from University of Arkansas, Pine Bluff in 1955; received Master of Education in Secondary Education from the University of Arkansas in 1965; enrolled in the graduate program at Louisiana State University, 1981-83; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1985.

Professional Experience: Classroom teacher, Village Elementary School Village, Arkansas, 1949-52; Junction City Elementary School, Junction City, Arkansas, 1953-55; Waldo Elementary School, Waldo, Arkansas, 1955-58; C. S. Woodard Elementary School, Taylor, Arkansas, 1962-1964; teacher and librarian, Walker High School, Magnolia, Arkansas, 1964-81.